	<p>Module 4: Instructional Shifts in Practice</p> <p>Secondary Math Cohort</p> <p>July, 2019</p>
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- **Duration:** 3 min.
- **Facilitator says:** Welcome back to the Mentor Training Course. It is good to see everyone again. We hope your travels were easy. [presenters reintroduce themselves and share a brief background if necessary].
- **Facilitator does:** Ensure everyone has signed in, has materials for the day, and is sitting with his or her learning team. Review logistics for training (restrooms, times, breaks, lunch, etc.)

Mentor Training Course Goals

- Build strong relationships with mentees.
- Diagnose and prioritize mentees' strengths and areas for growth.
- Design and implement a coaching support plan to develop mentee knowledge and skills.
- 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 and what we have addressed so far. These can be found on page 3 of your handout. In past modules, we have focused on classroom management and the instructional shifts in mathematics, which align to our fourth goal. With regard to the mentor cycle we've talked about building relationships through establishing partnership agreements and engaging in a growth mindset which aligns to our first goal. We also started learning about conducting observations, analyzing observation data, setting goals and engaging in a one-on-one debrief, which all support that second goal of diagnosing and prioritizing mentees' strengths and areas for growth. Today and tomorrow's topics will really focus on that third overall goal, designing and implementing a coaching support plan to develop mentee knowledge and skills.

The Mentoring Cycle



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● **Duration:** 1 minute

● **Facilitator Says:** The mentoring cycle is on page 4 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 Coach and Measure Progress. By the end of the nine Modules we will have worked through all of the components of the cycle.

Check In and Review

- What was one major takeaway you had from Module 3?
 - Think about all the major areas covered:
 - Classroom management
 - Setting goals
 - Engaging in one-on-one debriefs

- **Duration:** 8 minutes
- **Facilitator says:** Module 3 was unique because it occurred at the Summit. Some of us were together; some were not - you may have been with some of your learning team mates and others you likely weren't with. So to start today, we're going to take some time to reacquaint with our teams and catch up on how module 3 went for each of you.
- Please take 5 minutes in your learning teams to discuss your major takeaways from module 3. What stands out in your memory about the items we focused on during module 3 which included mentoring for classroom management, setting goals, and engaging in one-on-one debriefs? See which major takeaways are similar and which are different.
- **Facilitator does:** Circulate as participants discuss the questions. After 5 minutes, invite a few participants to share their reflections with the whole group.

Module 4 Morning Outcomes

- Deepen pedagogical content knowledge of the mathematical shifts to increase mentor's ability to coach their mentee's math instruction.
- Experience and analyze a Eureka lesson to identify evidence of the key shifts in practice.

●**Duration:** 2 minutes

●**Facilitator says:** During this module, we will focus on outcomes aligned to the the first, second and fourth course goals. Specifically we will examine how mentors develop their own content knowledge, and support mentees to have deep content knowledge of the mathematical shifts. We will also experience and analyze a Eureka lesson in order to identify evidence of the key shifts in practice.

●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. 3.

Today's Agenda

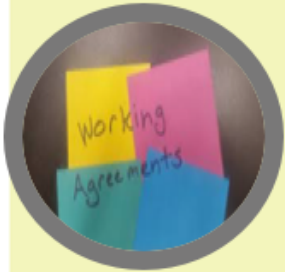


- Welcome and outcomes
- Explore mathematics shifts in the Eureka curriculum
- Lunch
- Plan for interventions
- Modeling best practices
- Connection to assessments
- Wrap-up

● **Duration:** 1 minute

● **Facilitator says:** You will see our agenda on p. 3 of your handout. We will begin with our mathematics content focus on exploring the shifts in curriculum and lesson plans. In the afternoon we will apply what we are learning about math into the mentoring cycle.

Mutual Commitments



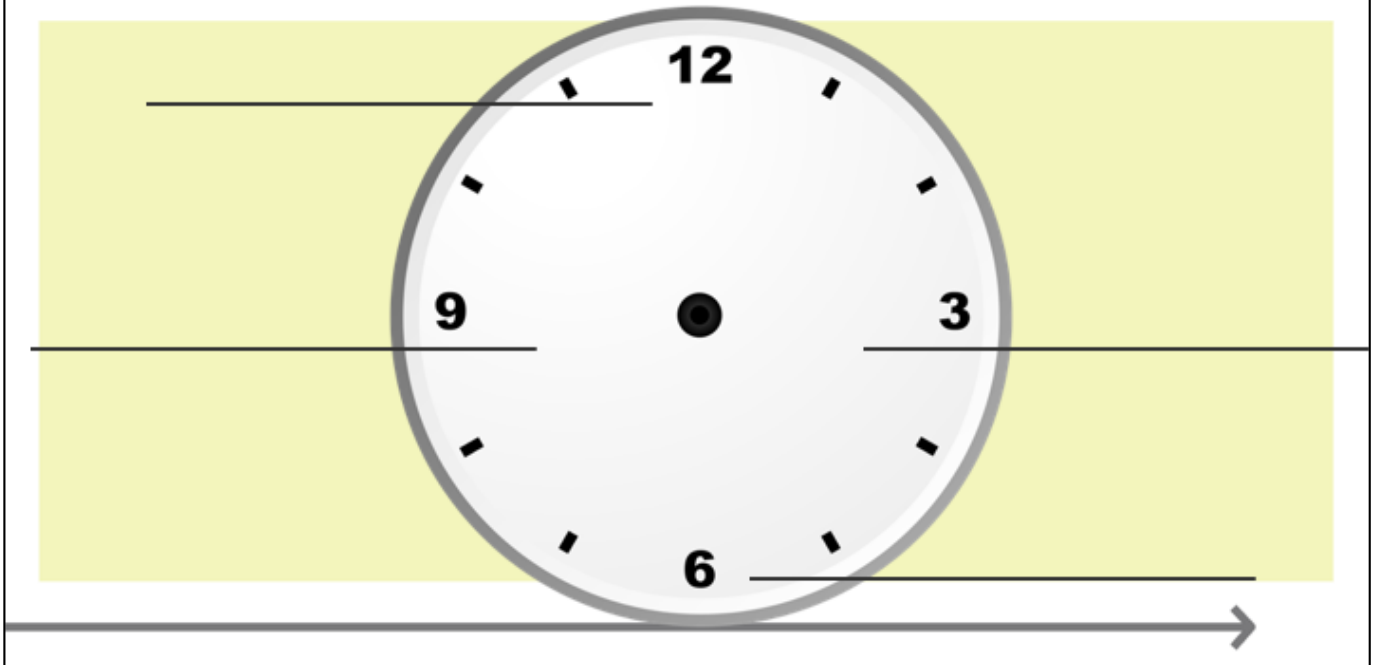
- Make the learning meaningful
- Engage mentally and physically
- Notice opportunities to support the learning of others
- Take responsibility for your own learning
- Own the outcomes
- Respect the learning environment of self and others

● **Duration:** 3 minutes

● **Facilitator says:** Let's take a moment to reflect on our mutual commitments which can be found on page 3 of your handout. Scan through the commitments 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 to discuss.

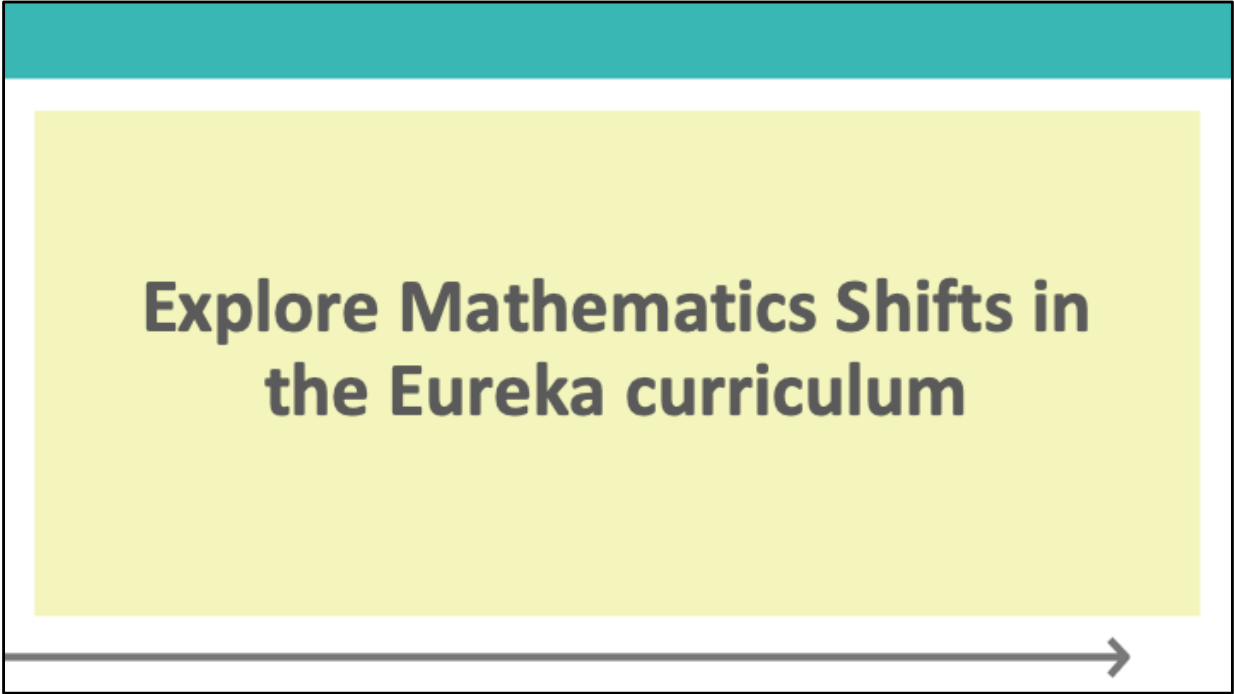
Let's Make a Date



● **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.



Explore Mathematics Shifts in the Eureka curriculum

NOTE: This session is approximately 1 hour

- **Duration:** 30 seconds
- **Facilitator says:** Let's begin our day exploring the mathematics shifts by experiencing a lesson from the Eureka curriculum.

Why Eureka Math?

- High-quality Tier 1 curriculum - best in class pedagogy
- Open Education Resource
- Many Louisiana districts are using it
- Research shows that providing teachers with a high-quality curriculum positively impacts instruction
- Engaging in professional learning with a high-quality curriculum grows your content and pedagogical knowledge no matter what curriculum you teach with

- **Duration:** 3 minutes
- **Facilitator says:** Some of you may be wondering why we are focusing on Eureka Math. You may not use Eureka Math in your school, or you may not like the idea of using one curriculum and sticking to it with fidelity. In all honesty, that is often not what we're trained to do as teachers, and using a curriculum with fidelity can sometimes make you feel like a robot. But there are several very important reasons why we are using the Eureka curriculum in our Module today and why we encourage schools, especially new teachers/mentees to use it with fidelity.
- It's not only a high-quality Tier 1 curriculum with best in class pedagogy, but it is also an open educational resource so anyone can have access to it for free. Many Louisiana districts are using it, and so for the majority of mentors this is the exact curriculum your teachers will be using, so it's great to get extra practice with it. Also, there is a large number of research that shows that providing teachers, especially new teachers, with a high-quality curriculum positively impacts the quality of a teacher's instruction and therefore student results. Along the same lines, engaging in professional learning with a high-quality curriculum like Eureka will grow your content and pedagogical knowledge even if it's not the exact curriculum you'll be teaching with. Note, in Louisiana, we have identified high quality curriculums with the Tier 1 designation. All Tier 1 curriculums will have the same qualities and components as Eureka although they may have different names and the components may be found in different places.

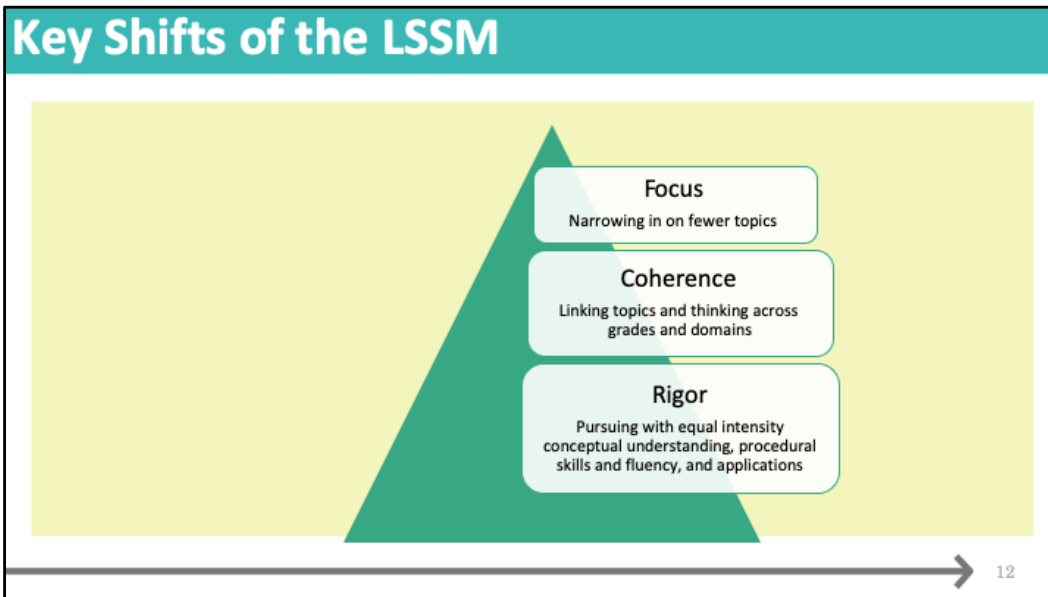
Helping Mentees Use The Curriculum



Think/Pair/Share:

What stands out to you about the comparison between a teacher using a curriculum like Eureka and Yo-Yo Ma playing music written by Bach?

- **Duration:** 15 minutes
- **Facilitator says:** Your first job as a mentor is to help your mentees use a high quality curriculum well. We're going to read the article "Failing by Design: How we make Teaching Too Hard for Mere Mortals" on pg. 6-8 of your handout packet to discuss why helping your mentees use a high quality curriculum like Eureka Math is your first job as a mentor.
<https://edexcellence.net/articles/failing-by-design-how-we-make-teaching-too-hard-for-mere-mortals>
- **Facilitator does:** Ask participants to take 5 minutes to read the article. Then, give participants 1 minute to think about the question on the slide. Then, give participants 2 minutes to discuss the question with the person sitting next to them. Last, give participants 5 minutes to discuss the question as a table. Listen into conversations and share out key points, ensuring that you include the following points:
- **Facilitator says:** There is a growing body of evidence to support the theory that providing teachers with a high-quality curriculum that reflects top-notch content and pedagogy is the fastest way to improve instruction. New teachers, perhaps more than anyone else, can benefit from using a strong curriculum.
Even the best curricula can be difficult to implement as intended, especially for new teachers.
As a mentor teacher, you play an instrumental role in helping teachers implement their curriculum well.



● **Duration:** 1 minute

● **Facilitator says:** Before you experience a Eureka math lesson, let's review the three shifts. In the last Module, we defined the three key shifts of the LSSM and identified evidence of focus, coherence, and rigor in the standards. Remember that the key shifts are what make the LSSM different from previous standards. These key shifts should guide decisions about teaching and learning. For this Module, it is important to think about how these key shifts surface in the classroom. To ground our thinking, please revisit the definitions of the key shifts on the slide.

- **Focus:** Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom.
- **Coherence:** The standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years.
- **Rigor:** To help students meet the standards, educators will need to pursue with equal intensity three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

Engaging in the Math



Pauline mows a lawn at a constant rate. She mows a 35-square-foot lawn in 2.5 minutes.

How might we express Pauline's average rate for any number of minutes?

Let y represent the number of square feet and t represent the number minutes.

10 min.

Critical Idea

Intentional teacher moves support focus, coherence, and rigor around the mathematics content.

Step-By-Step Instructions

- Say, "Please get out handout that starts on p. 10, Engaging in the Math."
- Read the scenario on screen. Animate the slide. Give participants 1 minute to independently respond to the questions on screen using handout page 8.
- After time is up, call on a few participants to share.
- Animate the slide and read the question aloud.
- Say, "Now work in pairs to find a solution to the problem on the screen. As you work together to solve the problem, choose one of the options on the screen to justify your solution."
- After 3 to 5 minutes (or when participants are through solving), ask for participants to share their solutions with the whole group.

Words of Wisdom

The purpose of this slide is to show teachers how to develop conceptual understanding by encouraging multiple entry points, discussion, and active inquiry into the content.

Talking about the Math

Average Rate

Constant Rate

What is the same?

What is different?

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3 min.

Critical Idea

Intentional teacher moves support focus, coherence, and rigor around the mathematics content.

Step-By-Step Instructions

- Ask participants to quietly think about the similarities and differences between the terms ‘Average Rate’ versus ‘Constant Rate.’ Give 1 minute to discuss with a partner. Call on 2 volunteers to share one idea they discussed with their partner.
- When the class has agreed upon a definition, write on the board or a piece of chart paper the difference between the two, as stated in the EngageNY Concept Development section:
 - Average rate is the rate in which something can be done over a specific interval of time.
 - Constant rate assumes the average rate is the same at any time interval.

Words of Wisdom

This slide provides a break in the lesson to allow for student discourse about two key terms in the lesson. It will be critical to take time here to allow participants to discuss.

Engaging in the Math – Practice with a Partner

Waters flows at a constant rate out of a faucet. It takes three minutes for 10.5 gallons to flow.

How can you express the number of gallons of water that flows in any number of minutes?

Convince us!

- Represent your answer in at least two different ways.
- Write two different ratios for this situation.

10 min.

Critical Idea

Intentional teacher moves support focus, coherence, and rigor around the mathematics content.

Step-By-Step Instructions

- Facilitate the slide as you did for the first problem.
- Read the scenario on screen. Animate the slide. Give participants 1 minute to quietly respond to the questions on screen using handout page 11.
- After time is up, call on a few participants to share.
- Animate the slide and read the question aloud. Direct participants to work in pairs to find a solution to the problem. Then participants should choose one of the choices on the screen to share their solution.
- After 3 to 5 minutes (or when participants are through solving), ask for participants to share their solutions with the whole group.

Words of Wisdom

The purpose of this slide is to show teachers how to incorporate SMP 1 into instruction to promote conceptual understanding and procedural skill and fluency.

Engaging in the Math – Practice with a Partner

For exercise 1:

Partner A	Partner B
Create a TABLE for the situation	Create a GRAPH for the situation

Once you are both done, compare your table and graph. Then, turn and talk with your partner to discuss:

- What values did you use to generate your graph or table? Why?
- Where do you see the constant rate in each of the representations?

What linear equation can represent the number of pages typed in any given time interval? (Let p represent number of pages typed and t represent time in minutes.)

8 min.

Critical Idea

Intentional teacher moves support focus, coherence, and rigor around the mathematics content.

Step-By-Step Instructions

- Say, “You will be working with a partner to apply your knowledge of constant rate to two different contexts.”
- “For the first exercise, one partner will be assigned letter A and the other partner letter B.”
- “Read the scenario on handout PAGE 12 for exercise 1. Partner A will create a table for the given situation and Partner B will create a graph for the same situation.”
- Animate the slide. Say, “Once you are both done, compare your table and graph and
- discuss the questions on the slide:”
- “What values did you use to generate your table or graph?”
- “Why?”
- “Where do you see the constant rate in each of the representations?”
- After participants have had enough time to complete their representations and have a discussion, animate the last question on screen and prompt participants to answer the following on handout PAGE 12 . Say, “What linear equation can represent the number of pages typed in any given time interval?”

Words of Wisdom

Creating a table or graph for the situation and then allowing participants to compare and discuss their representations allows for deeper conceptual understanding of the constant rate of change and how the constant rate of change is used to generate tables or graphs.

Engaging in the Math – Practice with a Partner

For exercise 2:

Partner A	Partner B
Create a GRAPH for the situation	Create a TABLE for the situation

Once you are both done, compare the table and graph, turn and talk with your partner:

- What values did you use to generate your graph or table? Why?
- Where do you see the constant rate in each of the representations?

What linear equation can represent the number of square feet Emily can paint in any given time interval? (Let A represent the area in square feet and t the number of minutes.)

7 min.

Critical Idea

Intentional teacher moves support focus, coherence, and rigor around the mathematics content.

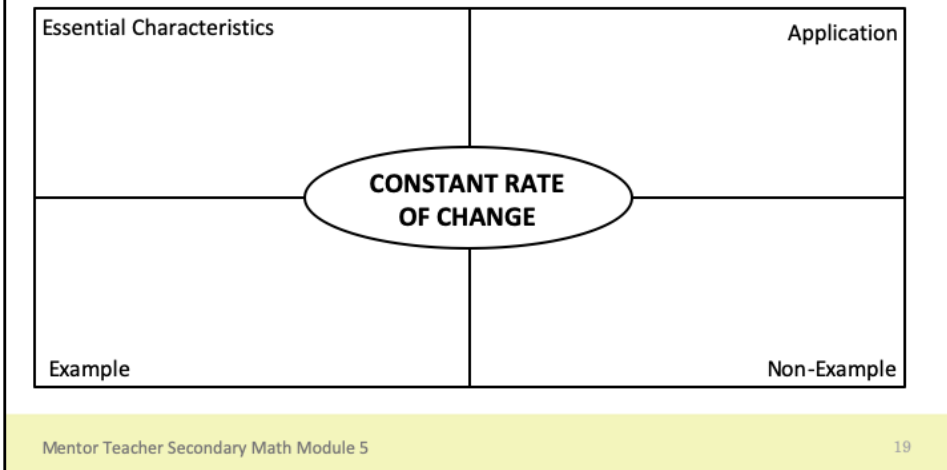
Step-By-Step Instructions

- Direct participants to complete exercise 2 on PAGE 13 with the same partner. For this second exercise, participants will switch roles. Partner A will create a graph for the situation and Partner B will create a table for the situation.
- Remind participants of the directions on the slide.
- Animate the slide.
- Say, “Once you are both done, compare your table and graph and discuss the questions on the slide:”
- Ask:
 - “What values did you use to generate your table or graph?”
 - “Why?”
 - “Where do you see the constant rate in each of the representations?”
- After participants have had enough time to complete their representations and have a discussion, animate the last question on screen and prompt participants to answer the following on handout PAGE 13 . Say, “What linear equation can represent the number of pages typed in any given time interval?”

Words of Wisdom

This slide allows participants to switch roles (from the previous slide) and generate another representation (table or graph) for a given situation. In addition, this exercise allows participants to make connections to the constant rate of change in a table or graph, and how these representations can help generate a linear equation in two variables for a given scenario.

Engaging in the Math – Closing the Lesson



5 min.

Critical Idea

Intentional teacher moves support focus, coherence, and rigor around the mathematics content.

Step-By-Step Instructions

- Say, “To close the lesson, we will summarize our learning from today by completing the Frayer model on p. 14. Take 2 minutes and summarize what you have learned about constant rate of change.”
- Give participants 2 minutes to record their thinking on handout PAGE 14 . After they are done, ask several participants to share one idea from their paper.
- Record their thoughts on the sample Frayer model on chart paper.
- Say, “If this were a high school class, students would complete an exit ticket to find out what they have learned about constant rate of change. Because of the nature of the session, we will close the activity.”

Finding Evidence of the Key Shifts

Use the handout to:

- Check off student behaviors/actions that you observed.
- Record any observations you made that serve as evidence.

The handout is titled "Looking for Evidence of Student Engagement in the Key Shifts" and is labeled "Handout P-109". It features a checklist of 20 items under the heading "Evidence" and a table with two columns: "Evidence" and "Evidence". The checklist items are:

- The teacher provides the lesson content and asks questions.
- The teacher asks questions that are complex and challenging.
- The teacher asks questions that are open-ended.
- The teacher asks questions that are relevant to the lesson.
- The teacher asks questions that are challenging and require critical thinking.
- The teacher asks questions that are challenging and require problem-solving.
- The teacher asks questions that are challenging and require communication.
- The teacher asks questions that are challenging and require collaboration.
- The teacher asks questions that are challenging and require reflection.
- The teacher asks questions that are challenging and require application.
- The teacher asks questions that are challenging and require analysis.
- The teacher asks questions that are challenging and require evaluation.
- The teacher asks questions that are challenging and require creation.
- The teacher asks questions that are challenging and require communication.
- The teacher asks questions that are challenging and require collaboration.
- The teacher asks questions that are challenging and require reflection.
- The teacher asks questions that are challenging and require application.
- The teacher asks questions that are challenging and require analysis.
- The teacher asks questions that are challenging and require evaluation.
- The teacher asks questions that are challenging and require creation.

The table has two columns: "Evidence" and "Evidence".

● **Duration:** 7 minutes

● **Critical Idea:** Intentional teacher moves support focus, coherence, and rigor around the mathematics content. In the area of rigor, intentional teacher moves support the pursuit of conceptual understanding, procedural skills and fluency, and application.

● **Facilitator Says:** It is essential that we take a deliberate pause in our work to reflect on this experience. During the lesson, you were asked to use handout PAGE 9 to check off student behaviors/actions observed in the lesson. Please take 3 minutes of independent think time to record specific evidence of the descriptors in the right-hand column of the page.

● **Facilitator Does:** Once participants are done, have a few participants share out specific evidences they documented from the lesson.

● **Facilitator Says:** What component of rigor did the students engage in the most throughout this lesson?

○ Be prepared for participants to say any of the three components of rigor. If necessary, remind them that they were documenting evidence as learners. Students may make use of all three components of rigor at any time during a lesson. What is important is that the teacher approaches the delivery of the lesson from the lens of the intended component of rigor as identified in the Louisiana Rigor Document.

● **Words of Wisdom:** Possible evidence that may surface from the activity:

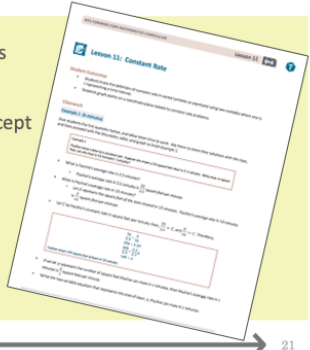
- **Focus:** The goal of the lesson is part of the major work of the grade.
- **Coherence:**
- **Rigor:**

The Structure of a Eureka Lesson

What are the main components of a Eureka lesson?

What is the purpose of each component?

- Student Outcomes
- Materials
- Classwork or Concept Development
- Exercises
- Closing
- Exit Ticket
- Problem Set



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● **Duration:** 10 minutes

● **Critical Idea:** A strong understanding of the LSSM is critical for teachers to implement the Tier 1 resources with fidelity and integrity. Teachers must be able to use the language of the standards to guide high-quality, standards-aligned teaching and learning.

● **Facilitator Says:** Like we discussed earlier, we will be continuing to study Eureka. If you don't use Eureka in your school, remember that all Tier 1 curriculums will have the same qualities and components as Eureka, although they may have different names and the components may be found in different places. As you study the Eureka lesson, think about where you see alignment to your own Tier 1 curriculum. If your school doesn't use a Tier 1 curriculum, studying a lesson from Eureka will give you an opportunity to reflect on opportunities that you might have to improve the curriculum you're using and help your mentees do the same. Remember that your first most important job as a mentor is to help your mentee use curriculum well.

● **Facilitator Does:** Read the questions on the slide and find **Eureka Lesson Constant Rate** on **PAGES 15-30** of the packet.

Allow 5 minutes for the participants to look through and discuss the main components of the Eureka lesson and the purpose of each component.

Once they have discussed, animate each component and ask for responses from the group for the main purpose of each component.

Possible responses include:

○ Student Outcomes: Learning expectations of the lesson.

○ Materials: To be used throughout the lesson.

○ Classwork/Concept Development: Main component of the lesson. Develops new learning around the standard. May include discussion questions, Math Modeling, or Exploratory Challenges.

○ Exercises: Provides student practice around the new learning established in the classwork.

○ Closing: Offers a review of the new learning for the lesson. Provides an opportunity for lingering misconceptions to surface.

○ Exit Ticket: Can serve as a formative assessment to the new learning.

○ Problem Set: Additional practice on new learning.

● **Facilitator Says:** Next, we'll explore these pieces and the roles they play in effectively

implementing the standards.

Finding Evidence of the Key Shifts

Diamond Reflection
Unpacking the Eureka Lesson

LSSB Math Grade 7
Version 3.0, 2018

<p style="font-size: x-small; margin: 0;">Observations: How are the mathematics standards addressed in the lesson?</p>	<p style="font-size: x-small; margin: 0;">Reflections: How does student engagement in the mathematics that address conceptual understanding, procedural skill and fluency, and applications shift?</p>
<p style="font-size: x-small; margin: 0;">What strengths and weaknesses?</p>	
<p style="font-size: x-small; margin: 0;">Assessments: What instructional strategies and activities were brought out in the lesson to promote standards?</p>	<p style="font-size: x-small; margin: 0;">Assessments: What are typical in or based on my learning?</p>

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- **Duration:** 20 minutes
- **Critical Idea:** Participants should be able to identify evidence of each of the three key shifts in the Eureka lesson, with a concerted focus on rigor.
- **Facilitator Says:** It is also important that we understand how our resource materials address the key shifts of the Louisiana State Standards. As you will recall, the key shifts are focus, coherence, and rigor.
 With your table groups, unpack the lesson using **Diamond Reflection: Unpacking the Eureka Lesson** on **PAGE 31** of your packet. Discuss the questions and record your responses on the paper. Be prepared to share specific places in the lesson that you see each of the key shifts being addressed. Remember, when looking for evidence of rigor, you will first need to discuss which aspect of rigor (conceptual understanding, procedural skills and fluency, or application) is addressed with this standard.
- **Facilitator Does:** Give participants time to discuss the lesson and to look for evidence of the key shifts in their table groups. Have 2 or 3 table groups share what they discussed as evidence for each shift to the group. Ensure that you discuss all three aspects of rigor. When participants share out make sure the following points are mentioned; if they are not you should highlight the following:
 - Evidence of Focus: XXX
 - Evidence of Coherence: XXX
 - Evidence of Rigor: XXX

NOTE: Michelle needs to add exemplars of the the evidence of Focus, Coherence and Rigor to the narrative on this slide

Mathematics Teacher Preparation Competencies

Work with a partner:

- Examine the Mathematics Teacher Preparation Competencies (pp. 11-12) and note alignment between the competencies and the key shifts in mathematics.
- Where in the competencies is deep understanding of the key shifts and how to integrate them into lessons evident?
- Be ready to explain.

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- **Duration:** 15 minutes
- **Facilitator Says:** Pull out your Teacher Preparation Competencies document and examine the Mathematics Content Knowledge and Content-specific Pedagogy competencies in mathematics on pp. 11-12. Identify specific competency areas where deep understanding of the shifts and how to integrate the shifts into instruction are evident.
- **Facilitator Does:** Give participants time to review the math competencies. Then solicit responses from participants. [Note: It is difficult to implement with fidelity any of the competencies without deep knowledge of math and the key shifts.]
- **Facilitator Says:** Let's have a few people share out where in the competencies they found deep understanding of the key shifts and how to integrate them into lessons to be evident. **(Highlight the following if the participants don't mention it during their share out.)**
- The shifts are specific to content pedagogy, especially in A.2 and A.3. A states, "The teacher candidate applies knowledge of mathematical topics and their relationships within and across mathematical domains to identify key mathematical ideas and select or design mathematically sound lesson sequences and units of study..." That piece is tightly aligned to the key shifts focus and coherence. It goes on to state, "...that develop students' conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems." This piece is tightly aligned to everything we've been talking about regarding rigor in a math classroom. Rigor is also evidence in A.3 where it describes that the teacher uses a variety of strategies including but no limited to real-life applications, manipulatives, models, diagrams/pictures that present opportunities for instruction and assessment.

Reflection

You just unpacked a Eureka lesson for the key shifts.

What are the implications for your own planning and instruction as well as working with your mentees?

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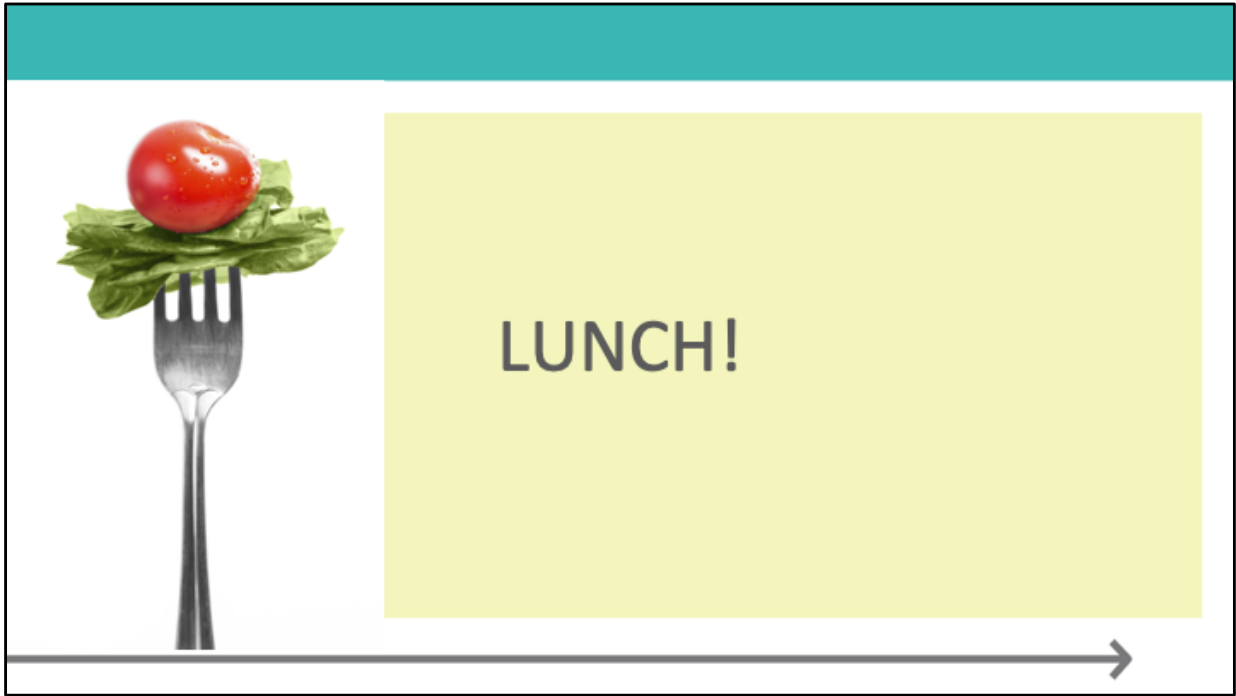
- **Duration:** 10 minutes
- **Facilitator Says:** It is essential that we take a deliberate pause in our work to reflect on this experience.
- **Facilitator Does:** Display the reflection question and ask participants to get a post-it note and individually write their reflection on the question.
- **Facilitator Says:** Ask participants to stand up and make eye contact with someone in the room who they haven't worked with thus far, then share their reflection with that person.
- **Facilitator Does:** Solicit comments from the group for the reflection question. Then ask participants to return to their seats.

Key Takeaway

Having a strong understanding of the instructional shifts in math increases the mentor's ability to coach their mentee's math instruction.



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



SECTION START: 11:45

- **Duration:** 45 minutes

Module 4 Afternoon Outcomes



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



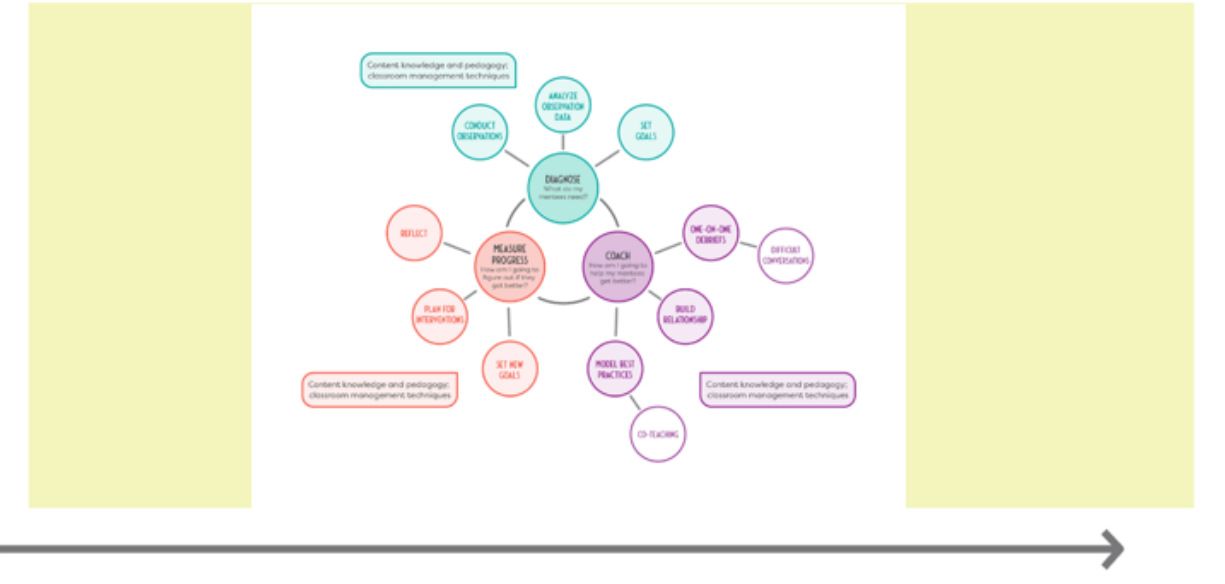
- Model best practices to support mentee learning

●**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. 33.

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 34 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 “Diagnose” 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?



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. 34 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, such as with Eureka Math, for additional strategies and ideas. In the Eureka math curriculum 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: ^A *Students will, with 80% accuracy during* ^T
this unit, use multiple methods, including data in a ^M
table and on a graph, to show whether the quantities ^R
represented in relevant real-world scenarios are ^S
proportional.

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. 34 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 identify, model, and explain

proportional and non-proportional relationships using a data table and also on a graph.

- My mentee also need to be able to construct relevant real-world scenarios that include proportional and non-proportional relationships.
- My mentee needs to know how to pose questions to assess student responses (oral and written) and probe student misconceptions
- It will important for my mentee to set aside time to study the EngageNY/ Eureka Math examples, non-examples, and educative details about student misconceptions provided in the Teacher version of the classwork and exit tickets
- Finally, my mentee needs to know how to use the Louisiana Believes remediation resources and the Coherence Maps in order to plan interventions

These 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 the 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** – show whether the quantities represented are proportional; **Measurable** – use multiple methods; **Achievable** – with 80% accuracy; **Relevant** – including data in a table/on a graph; **Timely** – during this unit.

You Try It



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



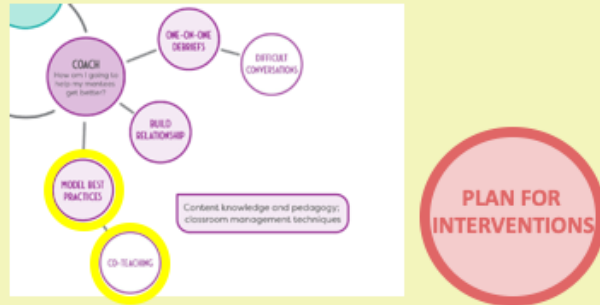
● **Duration:** 8 minutes

● **Facilitator says:** So now it's your turn to try this. On pg. 35 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

Consult

I do

New

Co-teach

Collaborate

We do

More Com

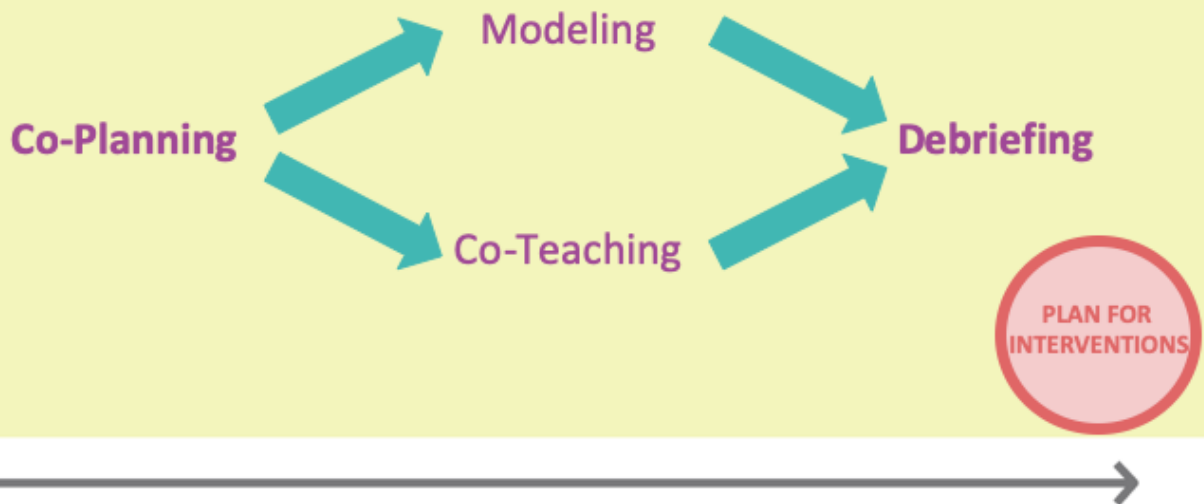


- **Duration:** 8 minutes
- **Facilitator says:** We're going to take a few minutes to discuss intervention approaches, because there are different reasons for using each. Once you know what learning the mentee needs to engage in with you, you'll need to decide which method is the best fit for developing 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?

Scenario 1:

Your mentee wants to improve her ability to use a graph to show whether the quantities represented in relevant real-world scenarios are proportional. This is her goal because in a recent observation you noted that she was consistently models proportionality using data tables.



- **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 (*Students will, with 80% accuracy during this unit, use multiple methods, including data in a table and on a graph, to show whether the quantities represented in relevant real-world scenarios are proportional.*) 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.
- **•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, 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:

Your mentee is trying to increase the number of students who can explain in writing the connection between scale factor, unit rate and the constant of proportionality. When she/he shared samples of student work from yesterday's lesson, she/he was able to point to evidence of students' misuse of the language of mathematics in their written explanations. She/He asked for direction on addressing the gaps.



- **Duration:** 3 minutes
- **•Facilitator says:** And another scenario. Which intervention method do you think is best suited? Discuss with the person next to you for 1 minute.
- **•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 connecting scale factor, unit rate and constant of proportionality and has specific things to focus on, co-teaching is likely the best intervention.]
- ○
- **SMART goal:** *Eighty-six percent (86%) of students will articulate that scale factor corresponds to the unit rate and constant of proportionality, as measured during this unit, written responses to problems in the context of scale drawings.*

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 37.**

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.

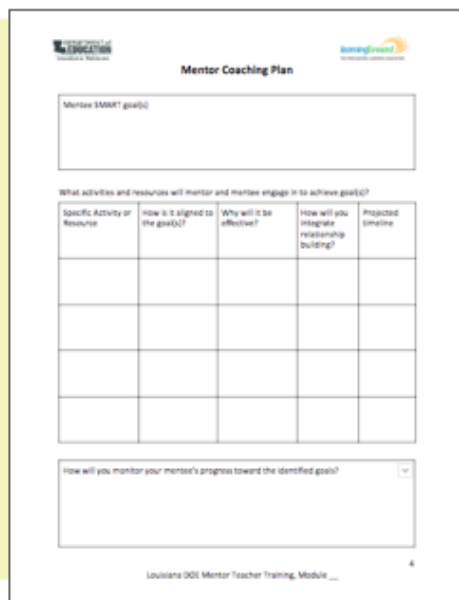
Duration: 3 minutes

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 on pg. 38-40 of your handouts. One has our first 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 second 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



The image shows a 'Mentor Coaching Plan' template. At the top, it has logos for 'Louisiana Department of Education' and 'Learning Forward'. The title is 'Mentor Coaching Plan'. Below the title is a box for 'Mentee SMART goal(s)'. Underneath is the question 'What activities and resources will mentor and mentee engage in to achieve goal(s)?'. This is followed by a table with five columns: 'Specific Activity or Resource', 'How is it aligned to the goal(s)?', 'Why will it be effective?', 'How will you integrate relationship building?', and 'Projected timeline'. Below the table is a box for 'How will you monitor your mentee's progress toward the identified goal(s)?'. At the bottom, it says 'Louisiana DOE Mentor Teacher Training, Module ___' and has a page number '4'.

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



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: *So I know that my mentee is struggling with facilitating application tasks with her students and remember we said that maybe she could benefit from the mentor modeling some specific strategies for her that will support students in choosing a solution pathway to solve the problem. One specific activity or resource I might add to this coaching plan prior to the modeling is having the teacher and I co-plan the activity that I will be modeling for her and creating some sort of look-fors checklist she can use as she observes the model lesson. During that co-planning we will really dig into the application task that I'll be facilitating in front of her and discuss what teacher moves are really essential when supporting students in choosing a solution pathway. How is it aligned to the goal? It's aligned because we will plan the strategies the mentor will model for facilitating application tasks. Why will it be effective? Here I may write something like, Both mentor and mentee will review the*

application lesson/task paying particular attention to the strategies that will support students in choosing a solution pathway. How will you integrate relationship building? Here I could say that we'll start the meeting by checking in on our partnership agreement. Lastly, projected timeline - I'll include when we are going to meet which may be during our weekly check-in the day before the model lesson is going to take place. [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 39. 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

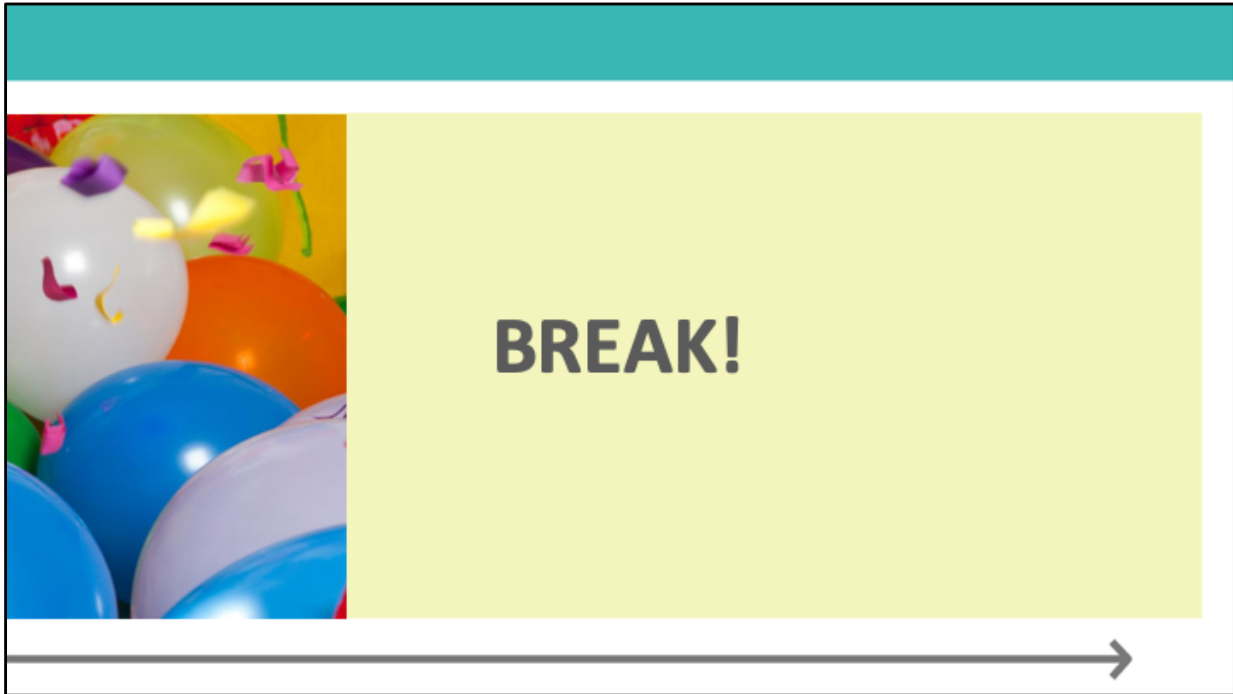
Facilitator Says: So we just learned how to plan for interventions to meet the diagnosed needs of our mentees. To help you remember the new learning you just engaged in, please take 2 minutes to sum up your learning for yourself on pg. 41 of your handouts.

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 41 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 41 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 41 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 we when 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 on better facilitating application tasks so her students can successfully choose a solution pathway when solving a problem.
- 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 application task you plan on modeling for him or her, and as you make your implementation notes in the lesson plan or writing your guiding questions for facilitating the task 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 47-48 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. For your reference, the application lesson the mentor and mentee are discussing is on page 42-46 of your handout. You will also see a blank "look-fors" template on page 50. 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
- Engage in a co-planning conversation

Why is it important to co-plan with the mentee prior to modeling?

● 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: 25 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 that you stick with your 3:00 partner.

A lesson from the Engage NY that could support your role play with a fictional mentee's scale factor/unit rate/constant of proportionality SMART goal is in your handouts starting on **page 52, Grade 7, Module 1, Lesson 17.**

○ The SMART goal is one that we discussed earlier. The lesson is called: ***The Unit Rate as the Scale Factor.*** (Provide 5 minutes to review the lesson)

● 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 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.

●

SMART goal: *Eighty-six percent (86%) of students will articulate that scale factor corresponds to the unit rate and constant of proportionality, as measured during this unit, written responses to problems in the context of scale drawings.*

● **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 another skill you may need to support a mentee in that relates to this morning’s content learning. If your mentee was working on scale factor/unit rate/constant of proportionality and you decided the best intervention to support them in improving in this area was to conduct a model lesson, what would you want them to look out for as you model?

●

● **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 62 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 are modeling how to effectively facilitate an application task so students are able to choose a solution pathway, you may say something like, "... " or if you see that some students are able to choose a solution pathway but others aren't you might say, "Let's look at how David solved the problem. Maybe if he shares his thinking on how he approached the task, it will spark some other ways to solve the problem for a few other of our classmates."
- 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 62 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:** Just like you read a sample transcript and then you practiced the co-planning conversation we are going to do the same thing now with conducting the actual model lesson or activity on page 63 of your handout. As awkward as this type of practice may feel, it is super important to do so you can practice using all of the tips from the previous slide when you engage in a model lesson. The example you are going to read is not the entire model lesson and when you practice you will not practice modeling an entire lesson either. We are going to meet up with our 6:00 partner for reading the transcript and then practicing. 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.

Model for Demonstration

Mentor: Practice modeling a short segment of the Guidebooks lesson. Make your thinking and decision making visible!

Other group members: Practice observing and taking notes on the “look fors” checklist or provide student interaction.

● **Duration:** 30 minutes

● **Facilitator Says:** It is now your turn to practice modeling for demonstration. Rather than working in just groups of 2, we want you to work in groups of 4 to hopefully add some additional voices during your model practice. So right now you are with your 3:00 partner, we would like you and your partner to find another pair to work with to create your group of 4. Once you find another pair to form your group of 4, find a comfortable place in the room to work. You will want to take all of your handouts with you for this next piece.

● **Facilitator Does:** Allow time for pairs to form groups of 4 and settle into a new spot before giving the next set of instructions.

● **Facilitator Says:** So let's go back to the SMART goal you just role played a co-planning meeting for - engaging the students in close reading of the anchor text. Using the “look fors” checklist you made, the modeling tips we just discussed, and the **EngageNY lesson** you are going to role-play modeling a short segment of this lesson. Each group member will have 5 minutes to practice being the mentor while the other group members can play the role of mentee and/or students in the class. Because there is plenty of content in the lesson, we ask that each of you choose a different section of the lesson plan to be “your part.” So before we get started with the modeling practice, we will give you 5 additional minutes to look through the lesson plan, and decide who will take on which small section of the lesson plan for their

practice time, and give you time to think through how you are going to teach it to “your class.” Remember, you’re just going to model a short part of the lesson, and there is no expectation of perfection - this is your chance to try it out, experiment, and make mistakes.

● **Facilitator Does:** Give groups 5 minutes to read through the lesson plan in more detail and divide up sections for each group member so they each have a small chunk of the lesson to practice model teaching with.

● **Facilitator Says:** One group member will start by taking the role of the mentor and will model for the other group members. The other 3 group members can designate who will play the role of the mentee and who may take on the role of students to provide some more “real-life” interactions. I recommend you really take this opportunity to practice making your thinking and decision making visible, using the sentence starters found on **62 in your handout**. Remember we know how awkward this can feel, so just have a little fun with it. It is okay to be cheesy - but really focus on making your thinking visible to your mentee and supporting them in meeting the SMART goal connected with this particular model lesson. After 5 minutes, I will call time, and you will all switch roles.


SMART goal: *Eighty-six percent (86%) of students will articulate that scale factor corresponds to the unit rate and constant of proportionality, as measured during this unit, written responses to problems in the context of scale drawings.*

● **Facilitator Does:** Time 5 minutes for each group member making sure everyone has the opportunity to play the role of the mentor, which means you will do this a total of 4 times.

● **Facilitator Says:** You may thank your group members and go ahead and head back to your original tables/spots.

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

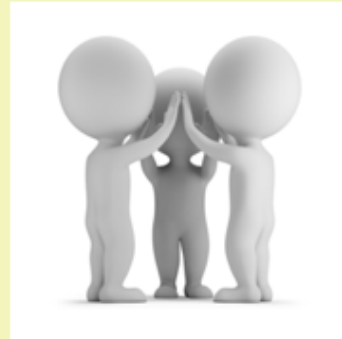
- **Duration:** 10 minutes
- **Facilitator says:** In your **handouts on page 65** you will find a debrief tool that can be used following a model lesson or activity. This tool includes questions on it that will help the mentor facilitate a debrief/reflection conversation that hits all of the points 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 during our demonstration. We are going to fishbowl a short segment of a debrief conversation using this tool as our guide. Feel free to jot down

notes of what you see us doing during the model in the meeting notes section. We are going to stick with the example we've been using 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 holding students accountable for using relevant text evidence to answer questions about the text in order to demonstrate comprehension.

- ●Debrief tool: https://docs.google.com/document/d/108dDA784-3qVFV_TTTzbbiu7VblGUnrrG5YwbpXnLgo/edit
- ●**Facilitator does:** Facilitators model a short segment of a debrief conversation using the example provided. (Feel free to beef up the script to make it more realistic)

Debrief the Lesson

- Form triads
- Designate Person A, B, & C
- A → **Observer**
- B → **Mentor**
- C → **Mentee**
- 4 minutes to engage in debrief, 2 minutes to provide feedback
- Switch roles & repeat



MODEL BEST PRACTICES

- **NOTE: THE SLIDE INCLUDES ANIMATIONS - THE TEXT IS NOT MESSED UP ON THE SLIDE!**
- **Duration:** 20 minutes
- **Facilitator says:** Now we want to give you all the opportunity to role play a short segment of a debrief conversation as well. For this role play, we are going to pretend that yesterday you conducted the modeling we role played earlier. So your debrief conversations will be in reference to that modeling of that SMART goal with that lesson. To engage in this role-play, you will work in triads. In your triads you will decide who will be person A, B, and C. For the first rotation, person A will act as the mentor, person B will act as the mentee, and person C will be an outside observer providing feedback to how the mentor does during the role play practice. The person playing the mentor will facilitate the debrief conversation using the debrief tool on **page 65-66** of your handout. The person playing the role of the mentee should do their best to being a thoughtful, reflective classroom teacher to make this experience more authentic for the person playing the mentor. The person playing the observer should make notes on how the mentor facilitates the conversation that supported the mentee's thoughtful responses to the questions. Feel free

to jot notes to provide specific examples to the mentor about how the behaviors, questioning, paraphrasing, etc. supported the mentee's success. Everyone will have 4 minutes to engage in the debrief conversation, followed by 2 minutes for the observer to provide feedback on how it went. We will then switch roles twice, so everyone can have an opportunity to be in each role. What questions do you have? (answer any clarifying questions needed). Go ahead and form your triads, you will want to set up 3 chairs together for you all to sit with one another. Once I see everyone is set up and ready I will start a 4 minute timer.

- **Facilitator does:** Once you see everyone in their triads ready to start make an announcement to begin the role-play. After 4 minutes ask everyone to stop and give observers 2 more minutes to provide feedback to their partners. After the 2 minutes is up, ask everyone to rotate to a new role. **animate the slide to change the roles on the screen** (i.e. Person A becomes observer, Person B becomes mentor, and Person C becomes mentee) and restart the timer for 4 minutes. After 4 minutes, allow 2 more minutes for observers to provide feedback. After 2 minutes, have everyone switch roles one last time. **animate the slide to change the roles on the screen** (i.e. Person A becomes mentee, Person B becomes observer, and Person C becomes mentor).
- **SMART goal:** *Eighty-six percent (86%) of students will articulate that scale factor corresponds to the unit rate and constant of proportionality, as measured during this unit, written responses to problems in the context of scale drawings.*

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 68** 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

Louisiana Department of Education

Mentoring to Improve Content Instruction

Started

Hide Description ^

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

- **Duration:** 2 minutes
- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- **NOTE:** Answers should include the following:
 - "...educators need both deep knowledge of their content and the ability to plan and deliver effective instruction" - connects to AM math content as an option to use for this assessment
 - "...provide coaching and support..." taught this afternoon in module 4

Demonstrating Math Content Knowledge

Louisiana Department of Education

Demonstrating Math Content Knowledge

Started

Hide Description ^

The educator connects deep mathematical content knowledge and understanding of the Louisiana Student Standards for Mathematics (LSSM) to the planning and implementation of a Tier 1 math curriculum. Within a Tier 1 math curriculum, the educator applies their knowledge of the key shifts in the mathematics standards focus, coherence, and rigor in order to engage in purposeful, collaborative planning and implement the curriculum with fidelity in the classroom.

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



- **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 Math 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!

70

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.