![learningforward THE PROFESSIONAL LEARNING ASSOCIATION]

Louisiana Department of Education
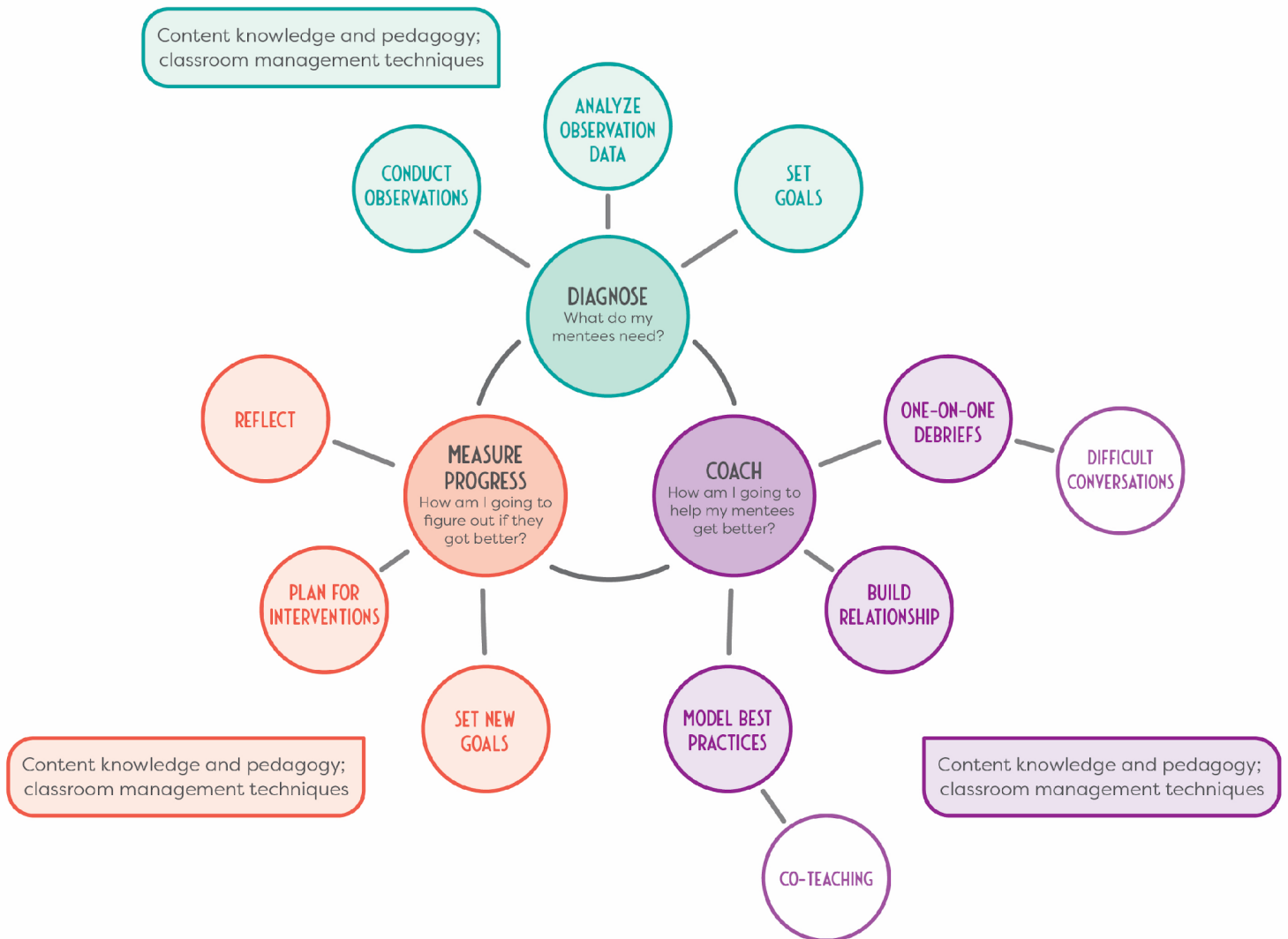# Mentor Teacher Training

Module 4:
Instructional Shifts in Action: Building Content Knowledge Using Content-Rich Non-Fiction

Secondary Universal Cohort
July, 2019

Facilitated by Learning Forward

DEPARTMENT of EDUCATION
Louisiana Believes

The Mentoring Cycle

Content knowledge and pedagogy; classroom management techniques

ANALYZE OBSERVATION DATA

CONDUCT OBSERVATIONS

SET GOALS

DIAGNOSE
What do my mentees need?

REFLECT

MEASURE PROGRESS
How am I going to figure out if they got better?

COACH
How am I going to help my mentees get better?

ONE-ON-ONE DEBRIEFS

DIFFICULT CONVERSATIONS

PLAN FOR INTERVENTIONS

BUILD RELATIONSHIP

SET NEW GOALS

MODEL BEST PRACTICES

Content knowledge and pedagogy; classroom management techniques

Content knowledge and pedagogy; classroom management techniques

CO-TEACHING

Mentor Teacher Training

Mentor Training Course Goals

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

Module 4 Outcomes

- Deepen understanding of the relationship between content knowledge and reading comprehension.
- Implement a process to develop text sets that lead to building knowledge through content-rich non-fiction.
- Identify how to support mentees in using the shifts to guide decisions about teaching and learning across disciplines.
- Plan for interventions to meet specific needs of a mentee based on observation data.
- Model best practices to support mentee learning.

Module 4 Agenda

Morning
- Welcome and outcomes
- Building knowledge for reading comprehension
- Developing text sets

Lunch (45 minutes)

Afternoon
- Planning for interventions
- Modeling best practices
- Wrap-up

Commitments

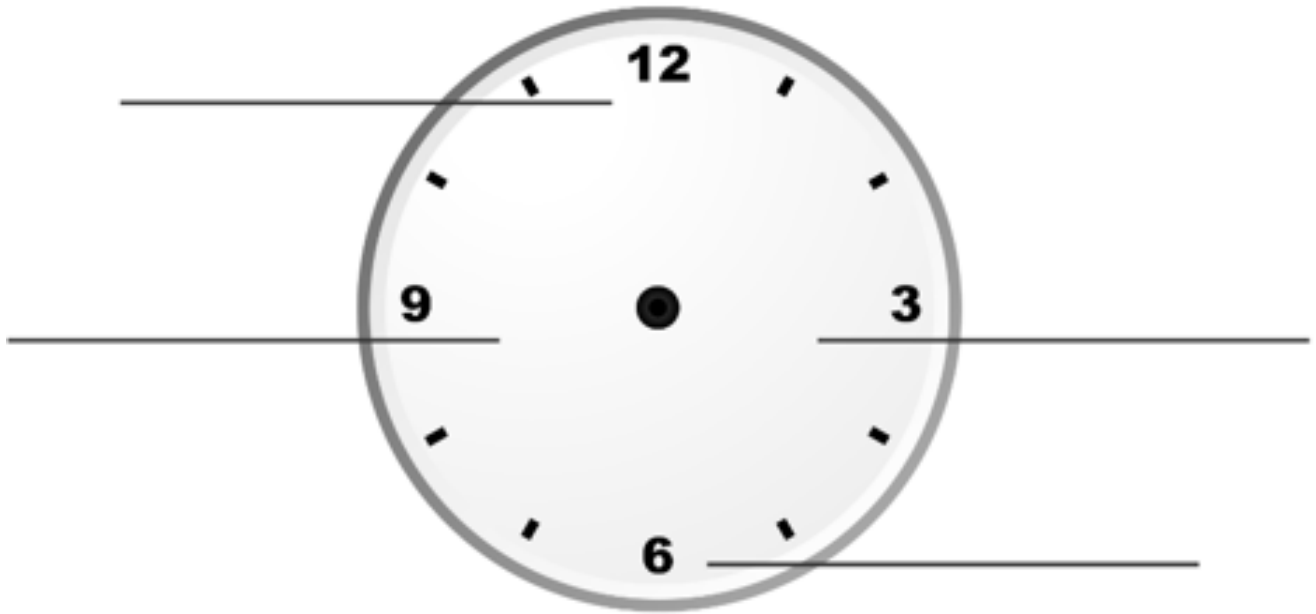**M**ake the learning meaningful

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

Let's Make a Date

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

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

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

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

How Does Knowledge Support Comprehension?

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

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

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

Reflect: What do you need to feel more confident?

Your report:

BYCATCH

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bycatch | Threats | WWF

Overview

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

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

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

[An uncertain future for our living blue planet](#)

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

Causes

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

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

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

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

capture marine animals for many years.

Impacts

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

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

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

What WWF Is Doing

ELA Module 2, Session 1   P-02.6

© Peter Denton / WWF-Canon

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

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

INSPIRING INNOVATION

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

ALTERNATIVE GEAR

ELA Module 2, Session 1   P-02.7

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

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

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

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

The Safina Center
at Stony Brook University

WILD-CAUGHT SEAFOOD RATING METHODOLOGY

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

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

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

Final Score	Color
2.40 - 4.00	🐟 (green)
1.60 - 2.39	🐟 (yellow)
0.00 - 1.59	🐟 (red)

Fish Key

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

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

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

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

These fish contain levels of mercury or PCBs that may pose a health risk to adults and children. Our source of information is http://seafood.edf.org/. We also recommend that you check local advisories.

"Seafood Rating Methodology" Questions	
Question	**Response**
What does the quantitative rating system used by the Safina Center tell us?	
According to the quantitative rating system used by the Safina Center, what does it mean if a fish has a score of 1.5?	

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

Monterey Bay Aquarium® Seafood Watch®

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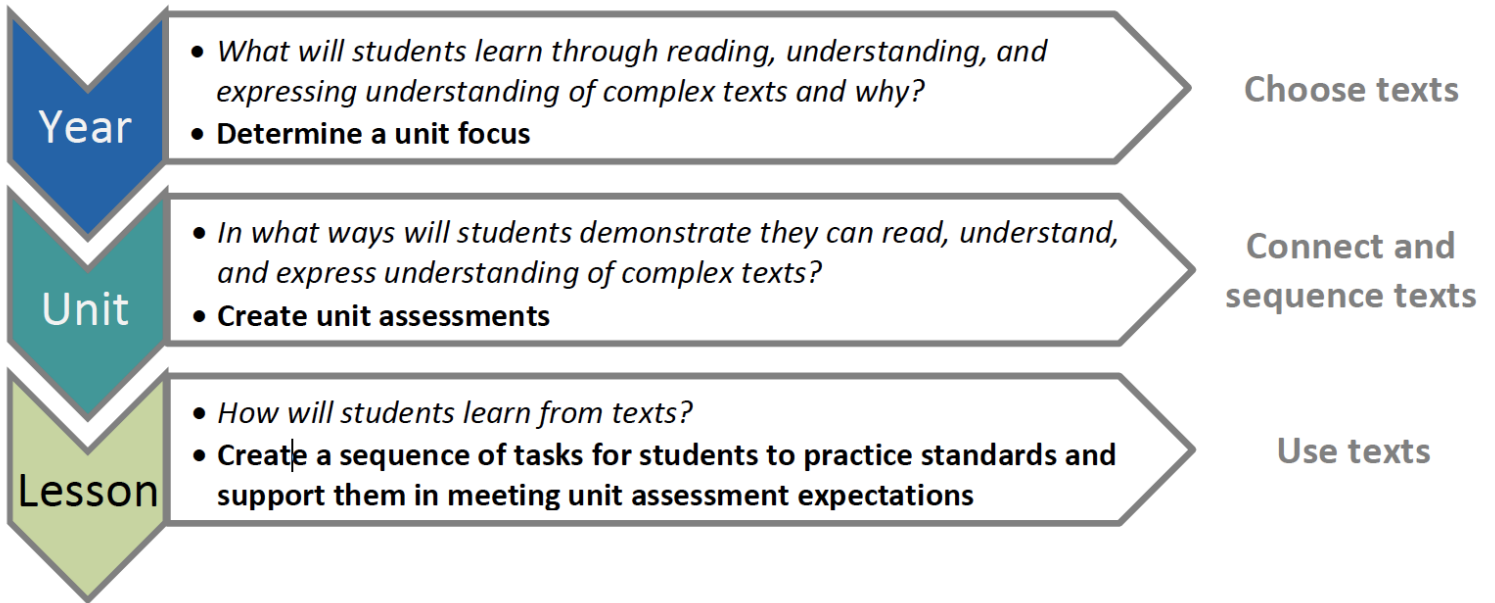
Your Choices Matter

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

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

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

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

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

Take Action

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

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

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

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

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

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

Stay Connected

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

Monterey Bay Aquarium

Monterey Bay Aquarium
Seafood WATCH
YELLOWFIN TUNA
National Consumer Guide
January–June 2016

AVOID

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

GOOD ALTERNATIVES

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

BEST CHOICES

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

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

Building Rich Text Sets

Year	• *What will students learn through reading, understanding, and expressing understanding of complex texts and why?* • **Determine a unit focus**	**Choose texts**
Unit	• *In what ways will students demonstrate they can read, understand, and express understanding of complex texts?* • **Create unit assessments**	**Connect and sequence texts**
Lesson	• *How will students learn from texts?* • **Create a sequence of tasks for students to practice standards and support them in meeting unit assessment expectations**	**Use texts**

How do I create a text set?

The process described below is a suggestion and can be adapted in collaboration with colleagues.

Identify grade-level content and anchor texts that explore that content.

1. Consider what students need to be ready for life after K-12 to determine what they should learn in grades K-12. For example:
   - Learn about universal themes, other cultures and perspectives (e.g., RL.2.9, RI.5.6, or RL.9-10.6)
   - Read common texts, authors, and genres, such as myths or Shakespeare (e.g., RL.4.9, RL.6.9, RI.11-12.9)
   - Learn about historical events and time periods, popular science, music and art (e.g., RI.1.9, RI.3.3, or RI.8.9)

2. Determine the unit focus for several units in each grade and develop a progression of content across grade levels. Unit focus examples:
   - Explore a concept or theme
   - Understand different perspectives about an idea or event
   - Learn more in depth about a topic from science, social studies, or the arts
   - Explore a writing style or format, such as an author study or genre study (i.e., mysteries, memoirs)

3. Select an anchor text for each unit focus and that meets many of the following criteria:[1]
   - Students will be interested in the text or it allows for them to build reading stamina and perseverance.
   - The content of the text is age-appropriate.
   - The text is written by a published author and/or is high quality and contains accurate information.
   - The text is appropriately complex for the intended grade-level.
   - The text is available for classroom use (e.g., is found in a textbook anthology or online or can be purchased).
   - Sets seek to maintain a balance of literary and informational texts across the year.

Determine related texts that support student understanding of the content and anchor texts.

4. Select texts that relate to the anchor text based on the unit focus.
5. Include variety and balance in text formats (i.e., print, media, visual, etc.) and lengths (poems, short stories/articles, novels) across the units.
6. Include texts that are within the grade-level text complexity range (or above for reading aloud).[2]

Sequence the texts sets across the year.

7. Determine the order of the text sets. Focus on ordering them to build student knowledge and increase the text complexity of texts[3] being read over the year.
8. Work with teachers across grade levels to ensure knowledge and text complexity is built between grades.
9. Each set represents one unit. Depending on the grade and the set, units can range from 3-9 weeks.

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[1] Selected texts may not meet all the listed criteria, but texts worth in depth study are likely to meet most criteria.

[2] For struggling and advanced readers, support them during small-group instruction with related texts below the band to support reading growth and above the band for extension.

[3] The complexity of texts should grow within and across the grade levels. While some students are able to understand main idea in a basic text, the same does not necessarily hold true with a complex text. Students need to engage repeatedly with multiple standards with different texts.

Module 4 Afternoon Outcomes

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

The Mentor Cycle
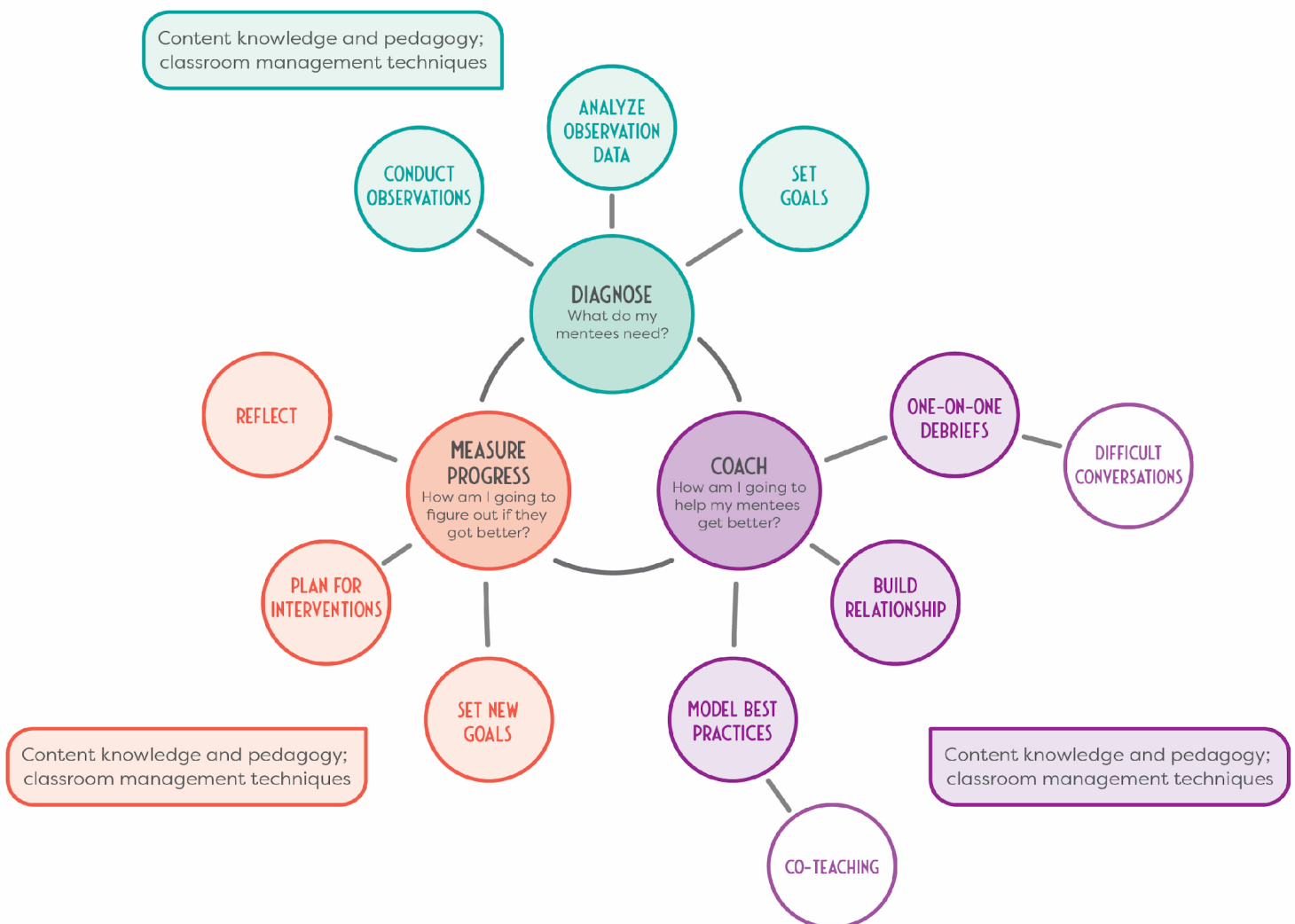
Plan for Interventions: 3 Key Components

- Clarify the new learning

- Align the intervention method

- Write a coaching plan

Clarify the new learning

Content	Practice
What does my mentee need to understand?	What do I lean on in my teaching practice in order to do this?
What do Tier 1 and other state resources (e.g. vocabulary & conversation guides) recommend?	What does my mentee need to be able to do?
How could my mentee gain this knowledge?	How could my mentee gain this skill?

Sample SMART Goal 1

Students will use relevant text evidence to answer questions about content text in every text-based lesson in the next unit so that they can demonstrate their comprehension of texts without relying on personal experiences or opinions, as measured by teacher observations of oral answers to text-dependent questions.	**What does the mentee need to learn?**

Sample SMART Goal 2

By October 30, my mentee will create text sets that support content mastery of EL students and lead to a 10% increase in the number who demonstrate proficiency in the next unit.	**What does the mentee need to learn?**

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

Which intervention?

Scenario	SMART Goal	Intervention
Your mentee wants to improve her ability to hold students accountable for using relevant text evidence to answer questions about the text. This is her goal because in a recent observation you noted that she was consistently allowing students to use personal experiences and opinions to answer questions.	*Students will use relevant text evidence to answer questions about content text in every text-based lesson in the next unit so that they can demonstrate their comprehension of texts without relying on personal experiences or opinions, as measured by teacher observations of oral answers to text-dependent questions.*	
Your mentee is trying to increase student engagement with close reading of the anchor text for the next unit. When she shared students' completed charts from yesterday's lesson, she was able to point to evidence of students comprehension as well as where gaps were evident. She asked for direction on addressing the gaps.		

Align the intervention: Overcoming Barriers

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

Mentor Coaching Plan

Mentee SMART goal(s)

Students will use relevant text evidence to answer questions about content text in every text-based lesson in the next unit so that they can demonstrate their comprehension of texts without relying on personal experiences or opinions, as measured by teacher observations of oral answers to text-dependent questions.

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

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

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

Mentor Coaching Plan

Mentee SMART goal(s)
By October 30, my mentee will create text sets that support content mastery of EL students and lead to a 10% increase in the number who demonstrate proficiency in the next unit.

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

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Mentor Coaching Plan

Mentee SMART goal(s)

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

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

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Plan for Interventions: One Sentence Summary

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

Model Best Practices: 3 Key Components

● Co-plan instruction

● Model for demonstration

● Debrief

Co-Plan Instruction

● Revisit agreements

● Confirm the purpose/goal and connection to SMART goal

● Confirm that you're modeling

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

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

Modeling Best Practices: Co-Planning Conversation Transcript

Mentor - *Glad we got to meet this morning to talk about how I can best support you in meeting the SMART goal we came up when we met last time. Again, I really appreciated getting to observe in your classroom and debrief with you. I've been doing some thinking about your goal, and as you saw in the coaching plan, I think one of the ways I can best support you in reaching it is to model a portion of an upcoming lesson that focuses on students responding to text-dependent questions using evidence from the text, rather than experience or opinions.*

Mentee - *Yes, my students always seem to get the concept when we are practicing together, but when it comes to doing it on their own they just really struggle. Sometimes it seems like they won't even try to figure out what to do, they are just waiting on me to tell them even though we talk all the time. I just wish they would take a risk and try. I think I'd like to see how you get students to do this in action.*

Mentor - *Great, I'm really glad. This will be my first time modeling with someone else's kiddos but I'm excited to how you what it can look like - just know that it won't be perfect, by any means, but it'll be a good learning experience for both of us.*

Mentee - *Yeah, I'm excited to see you try it with them.*

Mentor - *So I was looking at what you have coming up in your lesson plans and it looks like you are doing the Populism task in Unit 1. Is that right?*

Mentee - *Yes.*

Mentor - *So I was thinking I could come into your classroom after you've gotten the lesson started. You could have already taken them through the definition of Populism and started them reading Life on the Farm, and then I'll jump in when it gets to answering questions using evidence from the text part of the lesson and support exploration of, "How did economic instability lead to the rise of Populism?"*

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

Mentor - *Sure, I think I can work that into my schedule. Let's confirm the timing...period 2, correct?"*

[Mentor and Mentee finish confirming the logistics]

Mentor - *Back to the lesson, which I think it will work perfectly in alignment with your SMART goal. Students will have the opportunity to use relevant text evidence to answer questions about*

content text. So as I look through this lesson plan, I want to hone in on the supporting question, "How did economic instability lead to the rise of Populism?" and really think through how I am going to facilitate the scaffolded readings so students increase their ability to respond to a question using evidence from multiple texts. I am going to make a note here that I want to cue students as follows: 'Remember the question isn't asking your opinion it is asking for evidence from the text, how do we find evidence from the text?' or 'I am hearing you make a connection to a personal experience, but I want us all to go back to the question and think about where in the text could we find support for the answer?'

[Mentor continues reading through this section of the lesson plan and making annotations, thinking aloud for the mentee on how the mentor plans to implement this part of the activity. The mentor is focusing on making their thinking visible as they go through the activity together and jotting down their own notes for the model piece.]

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

Mentee - *Okay, that sounds good. I know one thing I really want to watch out for is how you redirect students who are struggling to find evidence without having to give them too many hints.*

Mentor - *That's a great thing to put on the checklist. One thing I really want you to take note of when I am modeling it the type of questioning I use to scaffold the learning.* **[Mentor begins filling out a checklist using the "Look-Fors" checklist template.]** *This type of questioning is very open-ended and doesn't baby-step the students to the answer. Another thing I want to add to this look-fors checklist is how grouping of students supports their ability to find text evidence.*

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

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

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

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

US History Instructional Task: Populism

Unit One: Industrialization and Expansion through the Progressive Era,

Topic One: Westward Expansion

Description: Students review primary sources such as William Jennings Bryan's "Cross of Gold" speech, and excerpts from The Populist Platform, and Declaration of Purposes of the Patrons of Husbandry in order to understand agrarian discontent and the ways the Populist movement sought to address the economic and political grievances of the 19th century American farmer. Students will apply what they've learned by making a claim on the compelling question: "Was the Populist movement a success?"

Suggested Timeline: 5 class periods

Materials: Rise of the Populists and William Jennings Bryan; Life on the Farm; The Growth of Populism; The Farmers' Revolt Primary Source Readings; The Election of 1896; William Jennings Bryan's Democratic National Convention Address "A Cross of Gold"

Instructional Process:
1. *This task is adapted from* Rise of the Populists and William Jennings Bryan[1] *by Mary Kate Blaine for Gilder Lehrman.*
2. Say: "In the previous task, we learned about how developing technologies - such as the Transcontinental Railroad - had economic impacts in the West. While railroads aided in the transcontinental trade of farmers' goods, their growing strength - along with the growing strength of the banks - created financial instability for farmers in the West. Out of this instability rose a new political movement called Populism. In this task, we will evaluate the causes that led to the Populist movement and seek to answer the compelling question, "Was the Populist movement a success?" Post the compelling question on the board to guide inquiry throughout the task.
3. Write the term *Populism* on the board, and project the following definition[2]:
    1. any of various, often anti-establishment or anti-intellectual political movements or philosophies that offer unorthodox solutions or policies and appeal to the common person rather than according with traditional party or partisan ideologies.
    2. representation or extolling of the common person, the working class, the underdog, etc.
4. Read aloud the first two paragraphs of the meaning of *Populism.*
    1. *If you feel that ordinary working people should have the strongest political voice, you can say you believe in* populism.

2. *In politics, the term populism can have different meanings depending on who is using it and what their political goals are. At its root, populism is a belief in the power of regular people, and in their right to have control over their government rather than a small group of political insiders or a wealthy elite. The word populism comes from the Latin word for "people," populus.*

5. Ask students: "What do these definitions have in common?"
6. Take notes for the class or annotate the definitions as students share their answers.
7. Direct students to explain the meaning of *Populism* in their own words orally or in writing.
8. Divide the class into small groups using an established classroom routine.
9. Instruct students to read the text Life on the Farm independently. After students have finished reading, direct them to answer the following questions in small groups:
    1. What were the economic difficulties associated with life on the farm?
    2. What caused many farmers to go into debt?
10. Say: "We know that many farmers accumulated debt from borrowing money from banks, and that the growing strength of banks created financial instability for farmers. We are now going to investigate how economic instability led to the rise of Populism."
11. Post and read aloud the first supporting question for the task: "How did economic instability lead to the rise of Populism?"
12. Write the terms *gold standard* and *free silver* on the board, and project the following definitions:
    1. *Gold standard:* a monetary standard under which the basic unit of currency is defined by a stated quantity of gold and which is usually characterized by the coinage and circulation of gold. The gold standard was the U.S. monetary system until it was generally abandoned in the Depression of the 1930s.[3]
    2. *Free silver:* a monetary standard utilizing the free coinage of silver often at a fixed ratio with gold.[4]
13. Ask students: "How are these definitions different from each other?"
14. Take notes for the class or annotate the definitions as students share their answers.
15. Direct students to turn to a partner to share their working definition of *gold standard* and *free silver,* and how each monetary system differs.
16. Instruct students to read The Growth of Populism independently. After students have finished reading, direct them to answer the following questions in small groups:
    1. What was "The Grange?"
    2. Who does the gold standard benefit? Why?
    3. Why were farmers in favor of monetary inflation?
    4. Who does free silver benefit? Why?
17. Provide students with access to The Farmers' Revolt Primary Source Readings from Gilder Lehrman,[5] and instruct students to read sources 1-7 (Declaration of Purposes of the Patrons of Husbandry (The Grangers), 1874; 1892 Populist platform; Washington Gladden, "The Embattled Farmers"; Tom Watson, 1892, appealing to black voters;

William Jennings Bryan, 1896; and 1896 Republican Party Platform). After students have finished reading, direct them to answer the following questions in small groups:
1. Identify the economic and political grievances of late 19th century American farmers.
2. Why would the Populist platform be compelling to an American farmer?
3. How do the Populist Party Platform and the Republican Party Platform differ?

18. After students have finished discussing the primary sources in small groups, lead students in a brief whole class discussion on the first supporting question: "How did economic instability lead to the rise of Populism?"
19. Instruct students to write an extended paragraph (half to one page but not a full essay) in response to the supporting question "How did economic instability lead to the rise of Populism?" Collect and grade for content accuracy.

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[1] **Access to lessons and resources on Gilder Lehrman requires a free Affiliate School account**

[2] http://www.dictionary.com/browse/populism?s=t

[3] https://www.merriam-webster.com/dictionary/gold%20standard

[4] https://www.merriam-webster.com/dictionary/free%20silver

[5] **Access to lessons and resources on Gilder Lehrman requires a free Affiliate School account.**

Life on the Farm[18]

This little house on the prairie is constructed of sod walls and a dirt roof. It is one of the few pioneer dwellings still standing in the Badlands today.

A homestead at last! Many eastern families who longed for the opportunity to own and farm a plot of land of their own were able to realize their dreams when Congress passed the HOMESTEAD ACT in 1862. That landmark piece of legislation provided 160 acres free to any family who lived on the land for five years and made improvements. The same amount could be obtained instantly for the paltry sum of $1.25 per acre.

Combined with the completed transcontinental railroad, it was now possible for an easterner yearning for the open space of the West to make it happen. Unfortunately, the lives they found were fraught with hardship.

Money Problems

There were tremendous economic difficulties associated with Western farm life. First and foremost was overproduction. Because the amount of land under cultivation increased dramatically and new farming techniques produced greater and greater yields, the food market became so flooded with goods that prices fell sharply. While this might be great for the consumer, the farmer had to grow a tremendous amount of food to recoup enough profits to survive the winter.

New machinery and fertilizer was needed to farm on a large scale. Often farmers borrowed money to purchase this equipment, leaving themselves hopelessly in debt when the harvest came. The high tariff forced them to pay higher prices for household goods for their families, while the goods they themselves sold were unprotected.

The railroads also fleeced the small farmer. Farmers were often charged higher rates to ship their goods a short distance than a manufacturer would pay to transport wares a great distance.

Zillmer's Antique Farm Museum

This 1924 Hart Parr model 20-C is the only running tractor of its kind known to exist.

A Harsh and Isolating Environment

The woes faced by farmers transcended economics. Nature was unkind in many parts of the Great Plains. Blistering summers and cruel winters were commonplace. Frequent drought spells made farming even more difficult. Insect blights raged through some regions, eating further into the farmers' profits.

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Farmers lacked political power. Washington was a long way from the Great Plains, and politicians seemed to turn deaf ears to the farmers' cries. Social problems were also prevalent. With each neighbor on 160-acre plots of land, communication was difficult and loneliness was widespread.

Farm life proved monotonous compared with the bustling cities of the East. Although rural families were now able to purchase MAIL-ORDER PRODUCTS through catalogs such as SEARS AND ROEBUCK'S and MONTGOMERY WARD, there was simply no comparison with what the Eastern market could provide.

These conditions could not last. Out of this social and economic unrest, farmers began to organize and make demands that would rock the Eastern establishment.

Louisiana
STUDENT
STANDARDS
SOCIAL STUDIES

The Growth of Populism[19]

Organization was inevitable. Like the oppressed laboring classes of the East, it was only a matter of time before Western farmers would attempt to use their numbers to effect positive change.

Farmers Organize

In 1867, the first such national organization was formed. Led by **OLIVER KELLEY**, the **PATRONS OF HUSBANDRY**, also known as the **GRANGE**, organized to address the social isolation of farm life. Like other **SECRET SOCIETIES**, such as the **MASONS**, **GRANGERS** had local chapters with secret passwords and rituals.

The Grange borrowed heavily from the Freemasons, employing complex rituals and regalia.

The local Grange sponsored dances and gatherings to attack the doldrums of daily life. It was only natural that politics and economics were discussed in these settings, and the Grangers soon realized that their individual problems were common.

Identifying the railroads as the chief villains, Grangers lobbied state legislatures for regulation of the industry. By 1874, several states passed the **GRANGER LAWS**, establishing maximum shipping rates. Grangers also pooled their resources to buy grain elevators of their own so that members could enjoy a break on grain storage.

FARMERS' ALLIANCES went one step further. Beginning in 1889, **NORTHERN AND SOUTHERN FARMERS' ALLIANCES** championed the same issues as the Grangers, but also entered the political arena. Members of these alliances won seats in state legislatures across the Great Plains to strengthen the agrarian voice in politics.

Morgan dollar (1878-1891)

Creating Inflation

What did all the farmers seem to have in common? The answer was simple: debt. Looking for solutions to this condition, farmers began to attack the nation's monetary system. As of 1873, Congress declared that all federal money must be backed by gold. This limited the nation's money supply and benefited the wealthy.

The farmers wanted to create **INFLATION**. Inflation actually helps debtors. If a farmer owes $3,000 and can earn $1 for every bushel of wheat sold at harvest, he needs to sell 3,000 bushels to pay off the debt. If inflation could push the price of a bushel of wheat up to $3, he needs to sell only 1,000 bushels. The economics are simple.

To create inflation, farmers suggested that the money supply be expanded to include dollars not backed by gold. The first strategy farmers attempted was to encourage Congress to print **GREENBACK**

Zillmer's Antique Farm Museum

This 1924 Hart Parr model 20-C is the only running tractor of its kind known to exist.

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DOLLARS like the ones issued during the Civil War. Since the greenbacks were not backed by gold, more dollars could be printed, creating an inflationary effect.
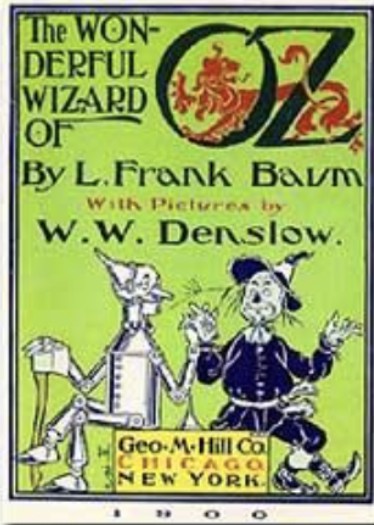
Many believe that the Wizard of Oz was written as an allegory of the age of Populism.

The **GREENBACK PARTY** and the **GREENBACK-LABOR PARTY** each ran candidates for President in 1876, 1880, and 1884 under this platform. No candidate was able to muster national support for the idea, and soon farmers chose another strategy.

Inflation could also be created by printing money that was backed by silver as well as gold. This idea was more popular because people were more confident in their money if they knew it was backed by something of value. Also, America had a tradition of coining **SILVER MONEY** until 1873.

Birth of the Populists

Out of the ashes of the Greenback-Labor Party grew the **POPULIST PARTY**. In addition to demanding the free coinage of silver, the **POPULISTS** called for a host of other reforms. They demanded a graduated income tax, whereby individuals earning a higher income paid a higher percentage in taxes.

They wanted political reforms as well. At this point, United States Senators were still not elected by the people directly; they were instead chosen by state legislatures. The Populists demanded a constitutional amendment allowing for the direct election of Senators.

They demanded democratic reforms such as the initiative, where citizens could directly introduce debate on a topic in the legislatures. The referendum would allow citizens — rather than their representatives — to vote a bill. Recall would allow the people to end an elected official's term before it expired. They also called for the secret ballot and a one-term limit for the President.

In 1892, the Populists ran **JAMES WEAVER** for President on this ambitious platform. He polled over a million popular votes and 22 electoral votes. Although he came far short of victory, Populist ideas were now being discussed at the national level. When the Panic of 1893 hit the following year, an increased number of unemployed and dispossessed Americans gave momentum to the Populist movement. A great showdown was in place for 1896.

Guided Readings: The Farmers' Revolt

Reading 1

For our business interests, we desire to bring producers and consumers, farmers and manufacturers into the most direct and friendly relations possible. Hence we must dispense with a surplus of middlemen, not that we are unfriendly to them, but we do not need them. Their surplus and their exactions diminish our profits....

We are opposed to excessive salaries, high rates of interest, and exorbitant per cent profits in trade. They greatly increase our burdens, and do not bear a proper proportion to the profits of producers.

Declaration of Purposes of the Patrons of Husbandry (The Grangers), 1874

Reading 2

We meet in the midst of a nation brought to the verge of moral, political and material ruin. Corruption dominates the ballot box, the Legislatures, the Congress, and touches even the ermine of the Bench. The people are demoralized...the newspapers are largely subsidized or muzzled, public opinion silenced, business prostrated, our homes covered with mortgages, labor impoverished, and the land concentrating in the hands of the capitalists. The urban workmen are denied the right of organization for self-protection; imported pauperized labor beats down their wages; a hireling standing army, unrecognized by our laws, is established to shoot them down, and they are rapidly degenerated into European conditions. The fruits of the toil of millions are boldly stolen to build up colossal fortunes, unprecedented in the history of the world, while their possessors despise the republic and endanger liberty.

The national power to create money is appropriated to enrich bondholders; a vast public debt, payable in legal tender currency, has been funded into gold bearing bonds, thereby adding millions to the burdens of the people. Silver, which has been accepted as coin since the dawn of history, has been demonetized to add to the purchasing power of gold by decreasing the value of all forms of property as well as human labor; and the supply of currency is purposely abridged to fatten usurers, bankrupt enterprise and enslave industry. A vast conspiracy against mankind has been organized on two continents and is taking possession of the world....

Wealth belongs to him who creates it, and every dollar taken from industry without an equivalent is robbery. "If any will not work, neither shall he eat."The interest of rural and civic labor are the same; their enemies are identical....

We believe that the time has come when the railroad corporations will either own the people or the people must own the railroads…

The land, including all the natural sources of wealth, is the heritage of the people and should not be monopolized for speculative purposes, and alien ownership of land should be prohibited. All land now held by railroads and other corporations in excess of their actual needs, and all lands now owned by aliens, should be reclaimed by the Government and held for actual settlers only....

1892 Populist platform

Reading 3

The farmers of the United States are up in arms. They are the bone and sinew of the nation; they produce the largest share of its wealth; but they are getting, they say, the smallest share for themselves. The American farmer is steadily losing ground. His burdens are heavier every year and his gains are more meager; he is beginning to fear that he may be sinking into a servile condition. He has waited long for the redress of his grievances; he purposes to wait no longer....

Washington Gladden, "The Embattled Farmers"

Reading 4

Now the People's Party says..."You are kept apart that you may be separately fleeced of your earnings. You are made to hate each other because upon that hatred is rested the keystone of the arch of financial despotism which enslaves you both. You are deceived and blinded that you may not see how this race antagonism perpetuates a monetary system which beggars both."

Tom Watson, 1892, appealing to black voters

Reading 5

If the gold standard advocates win, this country will be dominated by the financial harpies of Wall Street. I am trying to save the American people from that disaster--which will mean the enslavement of the farmers, merchants, manufacturers and laboring classes to the most merciless and unscrupulous gang of speculators on earth--the money power. My ambition is to make money the servant of industry, to dethrone it from the false position it has usurped as master, and this can only be done by destroying the money monopoly.

William Jennings Bryan, 1896

Reading 6

The man who is employed for wages is as much a businessman as his employer. The attorney in a country town is as much a businessman as the corporation counsel in a great metropolis. The merchant at the crossroads store is as much a businessman as the merchant of New York. The

farmer who goes forth in the morning and toils all day...is as much a businessman as the man who goes upon the Board of Trade and bets upon the price of grain.

We come to speak for this broader class of businessmen....It is for these that we speak. We do not come as aggressors. Our war is not a war of conquest. We are fighting in the defense of our homes, our families, and posterity. We have petitioned, and our petitions have been scorned. We have entreated, and our entreaties have been disregarded. We have begged, and they have mocked when our calamity came.

We beg no longer; we entreat no more; we petition no more. We defy them!

There are two ideas of government. There are those who believe that if you just legislate to make the well-to-do prosperous that their prosperity will leak through on those below. The Democratic idea has been that if you legislate to make the masses prosperous their prosperity will find its way up and through every class that rests upon it.

You come to us and tell us that the great cities are in favor of the gold standard. I tell you that the great cities rest upon these broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic. But destroy our farms and the grass will grow in the streets of every city in this country.

Having behind us the commercial interests and the laboring interests and all the toiling masses, we shall answer their demands for a gold standard by saying to them: you shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.

William Jennings Bryan, 1896

Reading 7

For the first time since the civil war the American people have witnessed the calamitous consequence of full and unrestricted Democratic control of the government. It has been a record of unparalleled incapacity, dishonor, and disaster....It has...entailed an unceasing deficit...piled up the public debt...forced an adverse balance of trade...pawned American credit to alien syndicates....In the broad effect of its policy it has precipitated panic, blighted industry and trade with prolonged depression, closed factories, reduced work and wages, halted enterprise and crippled American production, while stimulating foreign production for the American market.... [Our] policy taxes foreign products and encourages home industry. it puts the burden of revenue on foreign goods; it secures the American market for the American producer....

The Republican party is unreservedly for sound money....We are unalterably opposed to every measure calculated to debase our currency or impair the credit of our country.

1896 Republican Party Platform

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

Look-Fors	Observation Notes
· Types of <u>questioning</u> used that require students to return to the text looking for supporting evidence	
· <u>Signal words, phrases, and/or teaching moves</u> the mentor uses to redirect students who struggle to find relevant text evidence	
· How the <u>grouping of students</u> supports their ability to find text evidence	

TRY IT OUT: Model Best Practices: "Look-Fors" Checklist

Look-Fors	Observation Notes

Model for Demonstration

- Share with students about this growth opportunity

- Make your thinking and decision making visible

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

- Encourage mentee to watch how students respond to the instruction

- The mentee should be actively engaged using the checklist

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

Sentence Starters for Stepping In and Out of Modeling

- Did you notice how I just _____?

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

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

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

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

Sample Modeling For Demonstration Transcript

Mentee - *Good morning class! Remember how I told you all yesterday that I was going to have a friend come by our classroom today and help us work on some things? Well here she is! This is Mrs. Carlson - Can you all say hi? Mrs. Carlson is such an awesome teacher and she has agreed to help me with a personal goal that I am working on. So today she is going to be your guest teacher and I am going to be watching very closely as she works on our lesson with you all.*

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

[Mentee teaches the Populism definition part of the lesson plan and afterwards goes and sits down, checklist in hand and ready to observe as the mentor begins the first reading.

Mentor - *Today we're going to work in groups to discuss readings that will help us to build background knowledge about the causes of Populism - we have to understand the causes and effects of Populism in order to decide if it was a success! Please make sure you have your texts, your conversation stems, and your notebooks, including your notes about the definition of Populism, in front of you. (Students get supplies ready.) Okay, as you work together this year, you will work in many different small groups. This will give you the opportunity to learn from classmates with different perspectives and different strengths from your own. Today's group assignments are posted on the map on slide; please take your materials and join your group. (Students move to their new seats.) Read Life on the Farm independently, and then answer the questions on the slide with your group, using evidence from the text to support your ideas. (Students read and begin to answer questions.)*

Mentor - *Listens to groups as they begin to discuss questions, taking notes on the Discussion Tracker.*

 In one group, students are talking about how large the farms were and how that isolated the farmers. The Mentor joins the group, saying, "You have identified one of the social challenges of farming; what economic challenges are described in the text?" "Ohh," say several of the group members, who then note economic challenges.

A student in another group is talking about tariffs on products made in China. The Mentor slips

over to that group, smiles, and says, "Can you show me where you see that in the text?" The students grin and begin talking about tariffs in the context of this time period. The Mentor notes the connection to current events to reinforce at a later point in the unit.

(Mentor steps over to mentee and has quick discussion)

Mentor (to mentee) - *When I checked in with groups, what did you notice about their reactions?*

Mentee (to mentor) - *I saw heads nodding and they seem to be following your line of thinking. I noticed the questions were very open-ended to really get them to do the thinking*

Mentor - *Yes! They knew what to do, but just needed a tiny push in the right direction to reassure them their thinking was on the right path and build their confidence. I am going to bring the class back together to have them share their answers now. Make sure to take note on the questions I ask when I facilitate this discussion.*

[The mentor finishes the model lesson continuing to step in and out to discuss key points with the mentee.]

Debrief Model Teaching

- Mentee reflects on what they observed using the checklist
- Mentee identifies the reasons, processes, and/or strategies that made the teaching successful or not successful
- Mentee makes a plan for applying the new learning into their practice

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

Model Best Practices: Debrief the lesson

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

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How can I support you as you begin to integrate what you are learning?	

Sample Debriefing a Model Lesson Transcript

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

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

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

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

Mentor - *That's great to hear. It sounds like seeing some new strategies used live in action had a powerful impact on you. So tell me, what were some things you observed using your checklist that were effective in the lesson?*

Mentee - *"Well starting off it was helpful to be part of the planning process because something I noticed you did was as you went through the lesson, you made note of where the text dependent questions were going to come up. This showed me how you already knew when and where in the lesson students may struggle, and you were prepared ahead of time because of making those notes as we went through the lesson plan. During the lesson I noticed when students gave you answers that were personal connections or opinions rather than based in text evidence you used different scaffolding signals to remind them about going back into the text such as, 'Where in the text did you read that?' or 'Remember, your finger must touch the evidence before raising your hand to share your answer.' I also noticed when students struggled to get started, you used really good questions to scaffold their process. The questions you asked were very open-ended and put the work and thinking back on the students. You gave them the confidence to dive back into the reading.*

Mentor - *I'm so glad you noticed that. Frequently, students just need quick, simple reminders to look for that text evidence. Those simple reminders over and over again will eventually get ingrained in their brains to where it becomes more natural for them to go back into the text. Also we often jump to trying to give an answer rather than prompting students to really understand the big ideas and supporting details of complex texts.*

[Mentor adds a few comments on additional things she hoped the mentee would pick up on but didn't mention earlier in the conversation such as the think aloud to model diving back in to reread the text and the impact that had on students.]

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

Mentee - *I plan to take the time prior to the lesson or activity to deliberately plan for those high-level, text dependent questions and know exactly where they come up in my lesson so I can be better prepared to support my students in being fully ready to find that text evidence. This way I can better prepare levels of questioning that will support students' processes and thinking when they get to that part of the lesson. I also have some new tools in my toolbox to help students when they are struggling, like providing more wait time and time to discuss with their group members and/or modeling approaches to complex text.*

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

Mentee - *I think it would be helpful for you to come observe me teaching another lesson that is focused on facilitating a text-based discussion and provide me with some feedback on how I utilize these new strategies with my students. I would love some help in determining if my new learning is truly having the impact on student learning that I need it to.*

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

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

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