	<p><b>Module 4:</b> <b>The Instructional Shifts in Action: Building Content Knowledge Using Content-Rich Non-Fiction</b></p> <p>Secondary Universal Cohort</p> <p>July, 2019</p>
	<p>1</p>

●**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.

## 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



2

- **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 4 of your handout. In past modules, we have focused on classroom management and the instructional shifts in disciplinary literacy, 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.

## 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

3

- **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.

# The Mentor Cycle



4

● **Duration:** 1 minute

● **Facilitator Says:** The mentoring cycle is on page 3 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.

## Module 4 Morning 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.

5

● **Duration:** 2 minutes

● **Facilitator says:** During this module, we will focus on five outcomes aligned to the the first, second and fourth goals. First we will dig into the shift of knowledge to deepen our understanding of the impact of the shift of knowledge on reading comprehension. We will examine a process to develop text sets that lead to building knowledge through content-rich non-fiction. As always, we will identify how we might support mentees in using the shifts to guide their decisions about teaching and learning. Then we will learn how to conduct an observation and how to analyze observation data to identify mentee's needs.

● **Facilitator does:** Reminds participants that the outcomes appear on p. 4

## Today's Agenda



- Welcome and outcomes
- Building knowledge for reading comprehension
- Developing text sets
- Lunch
- Planning for interventions
- Modeling best practices
- Wrap-up

6

●**Duration:** 1 minute

●**Facilitator says:** You will see our agenda on p.4 of your handout. We will begin with our disciplinary literacy content focus on building students' content knowledge using text and end our day with applying what we are learning about disciplinary literacy into the mentoring cycle.

## Mutual Commitments



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

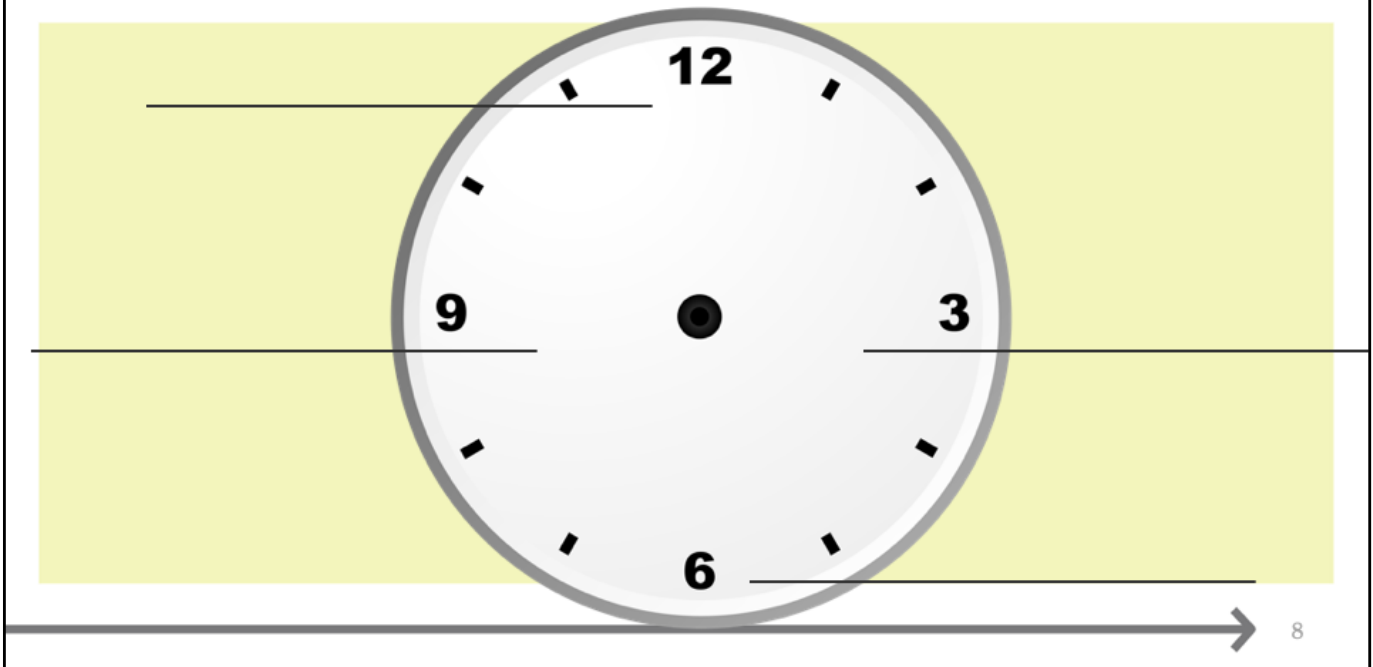


● **Duration:** 3 minutes

● **Facilitator says:** Let's take a moment to reflect on our mutual commitments which can be found on p. 4 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.



## The Instructional Shifts in Disciplinary Literacy

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



9

**Begin by 9:00**

**Duration:** 8 minutes

**Facilitator says:** Remember the three instructional shifts - complexity, evidence and knowledge - we discussed in our last session. Today we are diving deeper into the shift of knowledge because it has relevance across content areas and as a result is particularly important to teachers of disciplines other than ELA. It is also an area where new teachers may struggle and where you will be able to provide support and guidance.

Let's begin by turning to a shoulder partner and reviewing the three shifts and why they are important for you to know about and act on.

**Facilitator does:** After 2 minutes, invite a few participants to share their thoughts on why these shifts are important to integrate into their instruction.

**Listen for:**

- Complexity: ability to comprehend complex text is greatest differentiator of college readiness in reading, workplace reading exceeds grade 12 complexity significantly
- Evidence: workplace and college writing requires knowledge and evidence; identifying, evaluating, and using evidence to support or challenge a thesis is an important skill
- Knowledge: vocabulary is linked to comprehension; comprehension and memory depend on prior knowledge

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

10

**Duration:** 3 minutes

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

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

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

● **Facilitator says:** As we go deeper into the knowledge shift today, I hope you make connections to the role of instruction and curriculum in supporting it.

## Content Knowledge

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

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

11

**Duration:** 15 seconds

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

## The Baseball Study

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

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



12

**Duration:** 2 minutes

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

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

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

**Image Source:** Public Domain

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

## The Groups

High reading ability  
High knowledge of  
baseball

A

High reading ability  
Low knowledge of  
baseball

B

Low reading ability  
High knowledge of  
baseball

C

Low reading ability  
Low knowledge of  
baseball

D

Put these in order from highest to lowest performers.

13

● **Duration:** 4 minutes

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

- Reading ability
- Knowledge of baseball

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

● Take a moment to review the groupings.

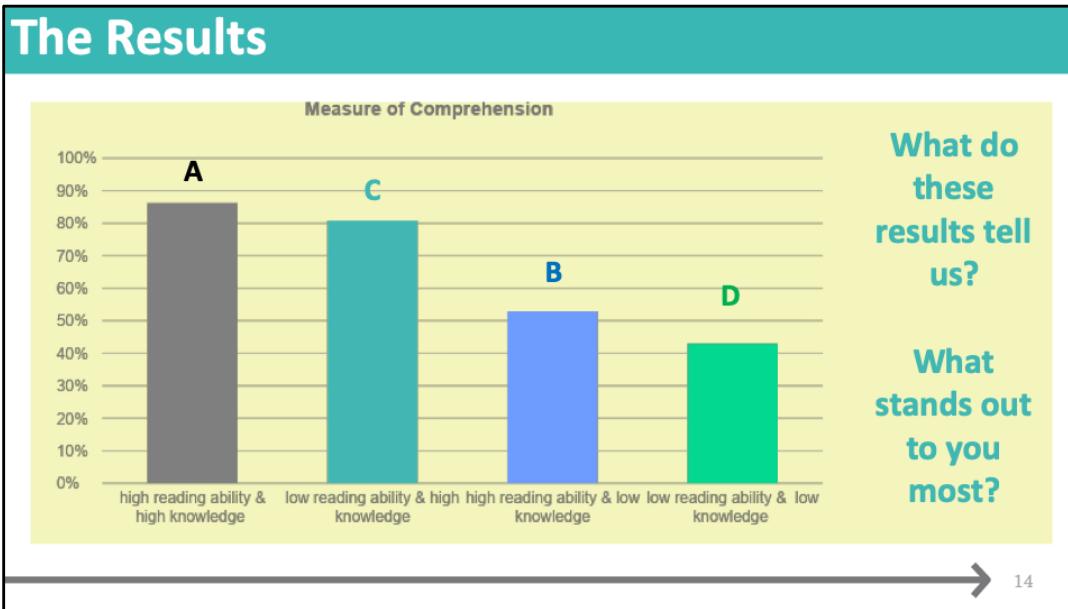
● **Facilitator does:** Animate the slide.

● **Facilitator says:** Predict the order of achievement of these 4 groups – rank them in order from highest to lowest in your handout on p. 6.

● **Technical Notes/Additional Context:**

- “The high-ability /high-knowledge cell had 10 boys and 6 girls; the high ability/low-

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



**Duration:** 8 minutes

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

**.Look for/Emphasize:**

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

Additional probes:

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

**Key Points:**

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



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

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

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

## Key Takeaways

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



(Recht & Leslie 1988)

15

**Duration:** 3 minutes

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

**Facilitator does:** Read or summarize the two bullet points.

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

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

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

## Culminating Task



### Think – Pair – Share

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

16

### Begin by 9:20

**Duration:** 8 minutes

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

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

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

**Facilitator does:** Provide two minutes for independent work time, then have participants discuss with a partner. The task is printed in participant handout on p.7. Afterwards, facilitate whole group debrief.

**Facilitator says:** How does this connect to teaching and learning? What is the big takeaway here? That we shouldn't put tasks in front of students that are complex? Does this mean that students can't do work at this level of rigor? Of course not! This

just means we have to be intentional about equipping students with the skills and knowledge they need to be successful on tasks like this. I'm going to ask that you put your student hats on today...and again, prepare for a little productive struggle!

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

## Put on your Student Hat



### Unit Title:

Seafood Sustainability

### Essential Question:

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

### Culminating Task

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

- Consumers
- Fishermen
- The EPA

17

**Duration:** 3 minutes

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

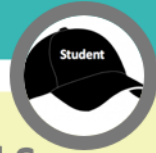
● **Facilitator does:** Have a participant read the essential question for the group.

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

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

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

## Sustainable Food Source



### Culminating Task

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

- Consumers
- Fishermen
- The EPA

### Sustainable Food Source

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

18

**Duration:** 2 minutes

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

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

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

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



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

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

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



# Build Knowledge

**(Wild Caught, 2014)**

**(Bycatch, n.d.)**

**(Seafood Watch, 2016)**

**(Pacific Cod, n.d.)**

**Student**

**Duration: 1 minute**

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

● **Sources:**

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

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## Experiential: Seafood Sustainability



### Bycatch | Threats | WWF



#### Overview

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

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

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

#### Additional Source for our Living Planet Report

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

(Bycatch, n.d.)

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

### Discuss:

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

21

**Duration:** 8 minutes

**Facilitator says:** We'll start to build some of that background knowledge and vocabulary through this first article, “Bycatch.” Take 4 minutes to independently read the article “Bycatch” found in the packet on pp. 10-14 and complete the two questions on p. 14.

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

Questions in note catcher and anticipated responses:

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


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

**Look for/Emphasize:**

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

●**Source:** "Bycatch." *WWF*, World Wildlife Fund, [www.worldwildlife.org/threats/bycatch](http://www.worldwildlife.org/threats/bycatch).

**Experiential: Seafood Sustainability**



**WILD-CAUGHT SEAFOOD RATING METHODOLOGY**

The Safina Center's *Ocean Blue Ocean Institute* founders developed the first authoritative and transparent method to evaluate the environmental cost of eating fish and shellfish products. The method is based on a set of 15 criteria, grouped into five main categories: 1. Life history, 2. Abundance, 3. Habitat, 4. Management, and 5. Bycatch. The Safina Center focuses on wild-caught seafood to highlight the importance of healthy fish populations to our oceans, with analyses grouped into 5 major criteria:

1. Life history - species biology like growth rates and egg production
2. Abundance - comparing current fish numbers to historic management goals
3. Habitat - rating the gear impacts - and fishing methods - used and their impact on habitat damage?
4. Management - are fish 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 provide transparency for all seafood reports (and ratings). Each of the 15 criteria is given a score of 1 (lowest) or 5 (highest) score, which is weighted or scored using additional questions, or "points of adjustment" (each 1/5 or 0.25). These scores are averaged to generate a final score, ranging from 0.5 (worst) to 5.0 (best).

Final Score	Color
2.00 - 4.00	Green
1.00 - 2.00	Yellow
0.00 - 1.00	Red

(Wild Caught, 2014)

1. Read "Seafood Rating Methodology"
2. Record your answers to the questions in your note-catcher

**Discuss:**

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

**Duration:** 8 minutes

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

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

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

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

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

**Look for/Emphasize:**

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

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

# Experiential: Seafood Sustainability



(Seafood Watch, 2016)

## With a partner:

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

**Duration:** 8 minutes

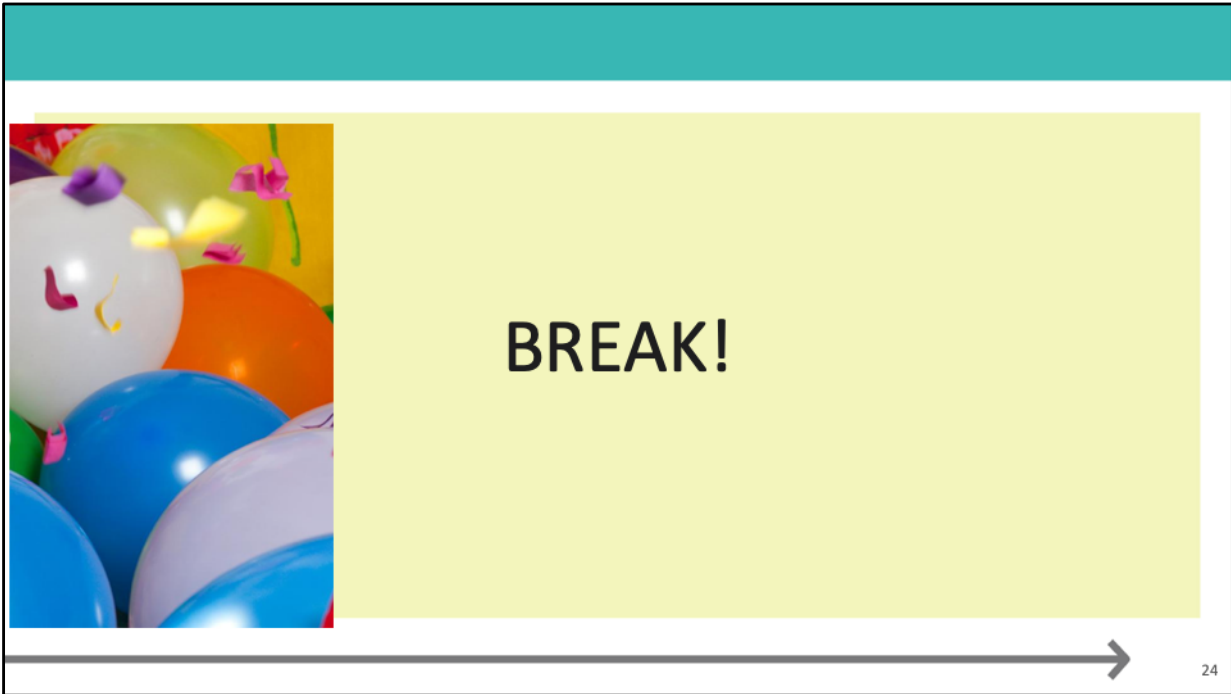
**Facilitator says:** Now, let's look at our final document, Monterey Bay Aquarium Seafood Watch in your packet on p. 18. Work with a partner to study the pamphlet on p. 18 and discuss the recommendations in the pamphlet.

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

**Look for/Emphasize:**

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

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



**10:05-10:20**

**Duration: 15 minutes**



## Experiential: Seafood Sustainability



### Culminating Task

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

- Consumers
- Fishermen
- The EPA

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

25

**Duration:** 10 minutes

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

**Facilitator does:** After 5 minutes, have participants share/exchange responses with their 3:00 partner. Then, facilitate a brief whole group debrief:

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

**Look for:**

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

## Debrief

- How did reading the entire “Pacific Cod Bycatch” text set prepare you to understand the complex text and complete the culminating task?
- What are the implications for disciplinary literacy instruction in your classroom?
- What implications does this have for you as a mentor?

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**Duration:** 10 minutes

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

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

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

this sequence.

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

**Look for:**

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

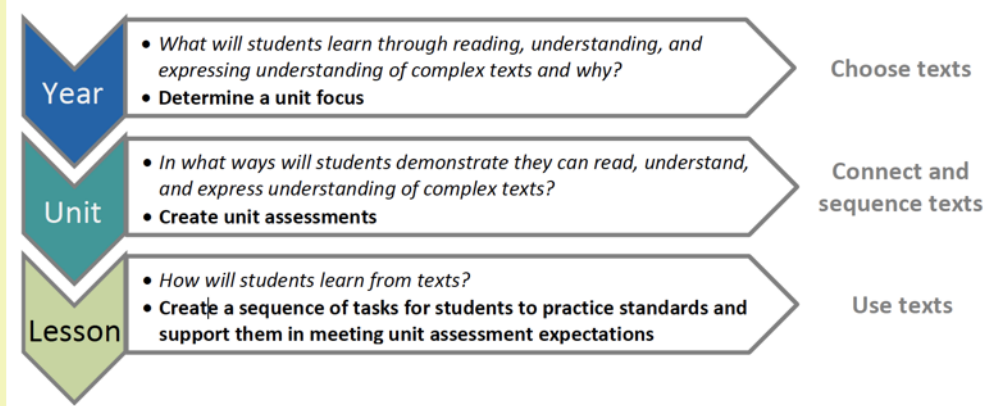
## Key Takeaway

Engagement with carefully sequenced text sets is a way to build background knowledge that gives ALL students access to complex texts.



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

## A Process for Building Rich Text Sets



Another helpful resource: <https://tinyurl.com/textsetsprocess>

28

- Duration: 15 minutes

- Facilitator says:**

- We just experienced the “Lesson” level of the process of creating and using text sets. Now we are going to zoom out and consider a process that will help you as mentors to build your own text sets (as needed) and to guide your mentees as they build text sets that build student knowledge and increase reading comprehension of complex texts. As you look at this graphic, it may help you to think in terms of learning targets (standards), assessment of learning, and instruction.

- A text set is a set of texts around a similar topic, theme, or idea. Strong text sets share common vocabulary, which helps bolster students’ vocabulary knowledge through repeated readings. Strong text sets also provide students with repeated readings about similar ideas, which allow them to build knowledge.

- Please examine the process described on page 2 of the Guide to Create Text Sets **(p. 21 of your handout)** . Talk with your learning team about how you can use this process yourself, as well as with your mentee and/or other colleagues.

- oIdentify grade-level content and anchor texts that explore that content.
- oDetermine related texts that support student understanding of the content and anchor texts.
- oSequence the text sets across the year

●**Facilitator does:**

- Circulate to listen to group conversations. After 5 minutes, ask several learning teams to share an aha and/or action step.
  
- This slide will link mentors to the LADOE resource so that they and their mentees will know how to build the kind of scaffolded text resources necessary to build the knowledge base of students so they can access complex texts. The link to the page on the Louisiana Believes site that includes the “Guide to Create Text Sets.” This document contains ELA resources but is relevant to secondary universal:  
<https://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library>

## Building Rich Text Sets – Planning Resources

**Where to Start?**

**A**  
K-12 ARTS  
PLANNING

**Sci**  
K-12 SCIENCE  
PLANNING

**S**  
K-12 SOCIAL  
STUDIES  
PLANNING

**H+PE**  
K-12  
HEALTH + P.E.

**WL+IM**  
WORLD  
LANGUAGES  
+ IMMERSION

<https://louisianabelieves.com/resources/library/Planning-Resources>

- Duration: 20 minutes

- Facilitator says:**

- You were to come today having identified standards, topics, theme, and key ideas of a unit you will teach in 19-20. In particular, think about one of the units you typically teach in which students are most challenged by the content and/or complexity of anchor texts (or one for you do not have an anchor text). Using the process documents (in handout and also the linked document adapted from Student Achievement Partners), go to the Planning Resources page at Louisiana Believes and take 10 minutes to identify three potential texts (remember that texts are broadly defined) that go with that unit. Share this information with an elbow partner in your learning team. Your elbow partner will listen and provide feedback on how well those texts build relevant knowledge in a scaffolded way.

- For help in this work, please visit the Planning Resources page at the Louisiana Believes site and then go to Scope and Sequence and other planning resources relevant to your discipline.

[ohttps://www.louisianabelieves.com/resources/library/Planning-Resources](https://www.louisianabelieves.com/resources/library/Planning-Resources)

o<https://www.louisianabelieves.com/resources/library/k-12-science-resources>  
o<https://www.louisianabelieves.com/resources/library/k-12-social-studies-resources>  
o<https://www.louisianabelieves.com/resources/library/k-12-arts-resources>  
o<https://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library/k-12-health-and-pe>  
o<https://www.louisianabelieves.com/resources/library/world-languages-immersion>

● **Facilitator does:**

● Circulate to assist participants in locating scope and sequence documents and other resources and to listen to pairs. Ask for volunteers from various grade levels and content areas to share examples they are planning to explore further.

● Another potential resource so participants can "see" this in action:

Possible: <https://eleducation.org/resources/reading-and-thinking-like-scientists>.

Background information about the class

Science teacher Peter Hill, from King Middle School in Portland, Maine, carefully guides his students through a challenging scientific text on electricity. Working with the school's ELL teacher, Hill scaffolds his lesson to best support his students. In day 2, Hill helps his students deepen their conceptual understanding of electricity by helping them prioritize and categorize the information from a complex text.



## Disciplinary Literacy Teacher Preparation Competencies

Work with a partner:

- Review the Disciplinary Literacy Teacher Preparation Competencies and note alignment between the competencies and the instructional shifts in literacy.
- Where in the competencies is deep understanding of the key shifts and how to integrate them into lessons evident?
- Be ready to explain.

30

● **Duration:** 10 minutes

● **Facilitator says:** Pull out your Teacher Preparation Competencies document and examine the disciplinary Literacy Content Knowledge and Content-specific Pedagogy competencies

● 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 competencies. Then solicit responses from participants. [Note: It is difficult to implement with fidelity any of the competencies without deep knowledge of the instructional shifts. The shifts are specific to A.1-4 and B.13. Probe for rationale and encourage precision of language in explanation.]

## Reflection

You have just explored a process for creating text sets.

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

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- **Duration:** 15 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 find their 6:00 partner, 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.

Assessment connection now or in pm...

Access the Bloomboard Assessment for

Developing Content-Rich Text Sets

Analyze

Analyze an upcoming unit to determine what content will guide the development of your content-rich text sets.

In a 200- to 300-word narrative, describe the key ideas that students should develop by the end of the unit and the culminating task that you will use to assess understanding of those key ideas (e.g., writing assignment, class presentation, debate, etc.).

#### Key Ideas

Educator identifies an appropriate number of key ideas that students should understand by the end of the unit. The key ideas are cohesive and aligned to the expectations or standards of the course.

#### Measuring Students' Understanding of Key Ideas

Educator identifies a meaningful culminating task through which students will demonstrate their understanding of the unit's key ideas. The task allows the educator to differentiate between various levels of students' understanding.

## Develop

Develop a [text set](#) around the key ideas for the selected unit. The text set must include 3-5 texts; texts may include but are not limited to novels, non-fiction books, poems, short stories, articles, videos, speeches, plays, historical documents, and images. In a 500- to 1000-word narrative, justify why each text was selected and how the texts work together to build understanding of the unit's key ideas.

#### Text Selection

Educator selects 3-5 texts. Analysis provides clear justification for how the selected texts meet all of the following criteria:

- Students will be interested in the texts and/or they allow for students to build reading stamina and perseverance.
- The content of the texts is age-appropriate and reflective of diverse perspectives.
- The texts are written by published authors and/or are high-quality and contain accurate information.
- The texts are appropriately complex for the intended grade level.
- The texts are available for classroom use (e.g., is found in a textbook anthology, online, or can be purchased).
- The texts include variety and balance in text formats (i.e., print, media, visual, etc.), perspectives\*, and lengths

\*required for argumentative tasks or topics that can be viewed from multiple perspectives.

#### Understanding of Key Ideas

Educator describes how the texts individually and collectively build students' understanding of the unit's key ideas. Narrative includes how the texts connect to one another and are sequenced in a

logical way that increases in complexity over the course of the unit.

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

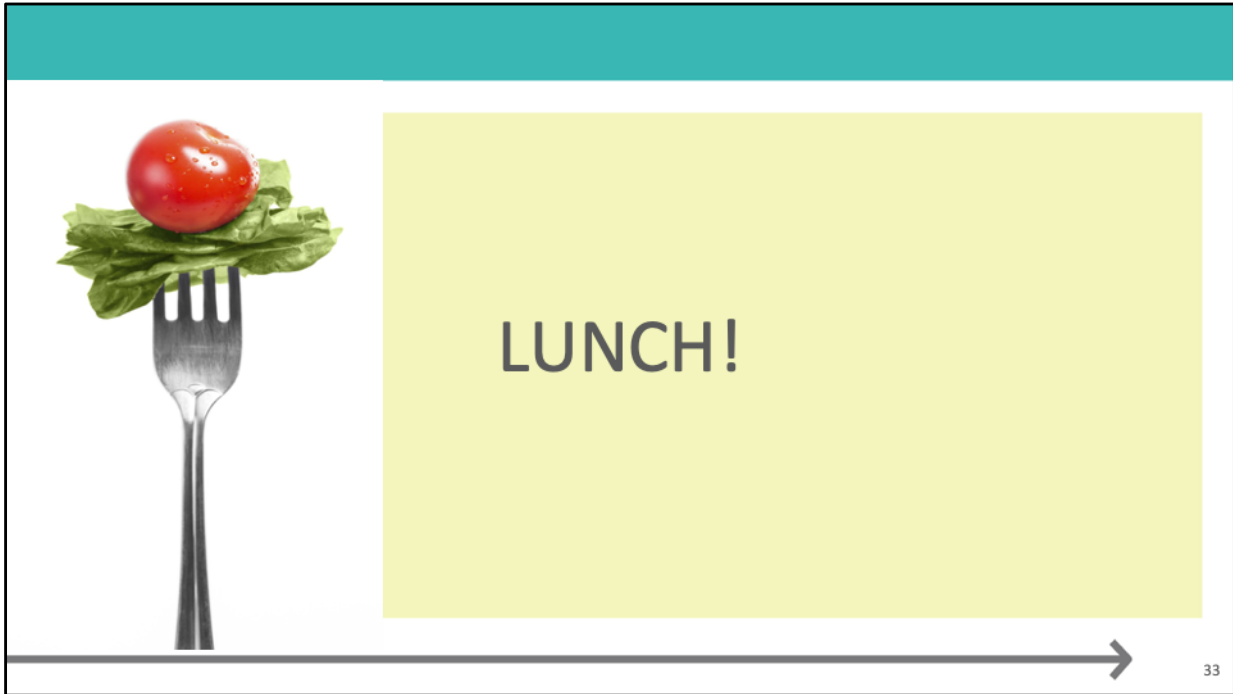
## Key Takeaway

Having a strong understanding of how to create text sets that leverage the shift of knowledge increases the mentor's ability to coach their mentee's content instruction.



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



**Begin by 11:45**

- **Duration:** 45 minutes

## Module 4 Afternoon Outcomes



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



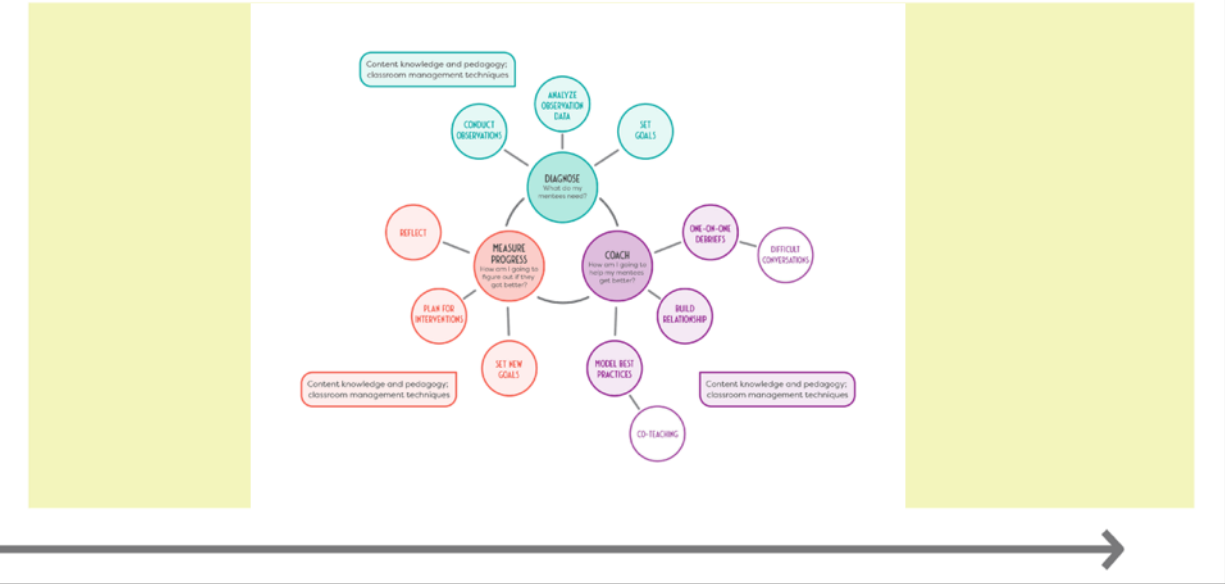
- Model best practices to support mentee learning

● **Duration:** 1 minute (start at 12:30?)

● **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.22.

# The Mentoring Cycle



● **Duration:** 30 seconds

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



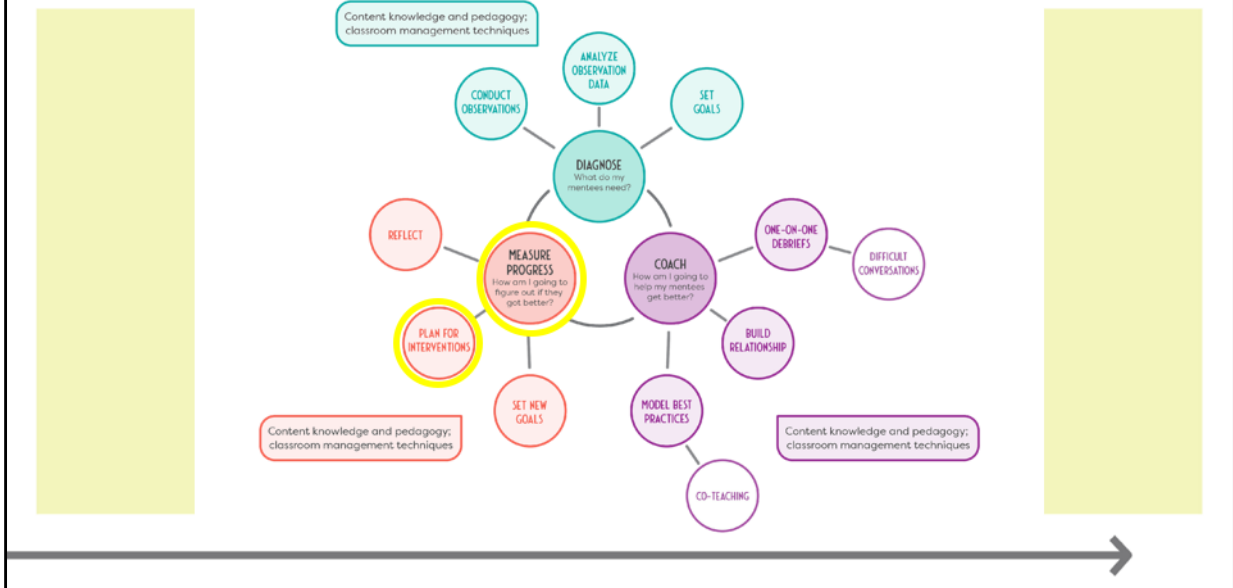


## PLAN FOR INTERVENTIONS

**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 in which all of work is grounded.

# 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 23 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 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?

PLAN FOR INTERVENTIONS

**Duration:** 3 minutes

**Facilitator Says:** When I am taking a few minutes to really consider what is involved in mastering a SMART goal, I can consider questions in the areas of Content and Practice. By reflecting on these questions, I can clarify for myself what my mentee needs to learn, which will then prepare me to write out, and then engage in, a coaching plan that will support them in doing this learning. This chart is also on pg. 23 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 Tier 1 and other state resources (e.g. vocabulary and conversation guides) provided for additional strategies and ideas. In the vocabulary and conversation guides. there are protocols and processes 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: *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.*

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. 23 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 do the state resources 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 ask text dependent questions. And, although ELA Guidebooks lessons include text-dependent questions, or questions that can only be answered by carefully reading the text, we are not teaching ELA. My mentee will be off to a good start by studying some of the ELA suggested questions and assessing the quality of questions present in the Scope and Sequence materials. However, I would want to review the element of good text dependent questions and/or refer my mentee to a resource to support that review.

My mentee needs to know how to recognize a strong text-based answer. In order to accomplish this the mentee will need a deep understanding of the text. In addition, the mentee needs to be able to distinguish between a text-based answer and one that is based on experience or opinion. I will want to make sure that the “intervention” I select enables us to address this as well. It might be helpful to generate examples of each with the Mentee before or after the precise intervention depending on which one I choose to use.

My mentee will likely need to learn some ways to prompt students back to the



text when their answers are based in personal experiences or opinions. Again, I will consider ways to reinforce this with the intervention and also consider that there may be opportunities with my mentee to develop a list of ways to do this.

Lastly, my mentee may need to analyze student time on task in the lessons - I know that sometimes when there is a new expectation for students, it takes longer than expected.

- So those are the things that I think, based on my experience, a mentee would need to learn and considerations I need to have as I choose the intervention that support this learning and helps him/her to meet this SMART goal. You may be wondering about locating sources of support and when to schedule such support - we'll address those questions shortly.

**Note:** This example goal has the following SMART components: Specific - use relevant text evidence to answer questions about the text. Measurable - teacher observations of oral answers to text-dependent questions. Achievable - in every text-based lesson. Relevant - demonstrate their comprehension of texts without relying on personal experience or opinions. Timely - in the next unit.

#### **Other SMART Goal Examples that could apply for Secondary Universal**

By October 30 [Time], my mentee will plan lessons in which students annotate a complex text and engage in discussion and writing in response to sequenced, text-specific questions [Specific, Relevant] and lead to a 20% increase [Attainable-actual percentage would be determined based on current data] in the number who demonstrate proficiency on the next unit [Measurable].

*\*\*This was the exemplar goal I created based on the video we watched in Modules 4 and 5. This could be adjusted to fit the Reader's Circle framework.*

By October 30 [Time], my mentee will create text sets that support content mastery of EL students [Specific, Relevant] and lead to a 10% increase [Attainable] in the number who demonstrate proficiency in the next unit [Measurable].

*\*\*We used this as a model with Secondary ELA (following the building knowledge through content with the Pacific Cod text set) instead of the formative assessment goal that we used and struggled with for our Secondary Universal cohort.*

## You Try It



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



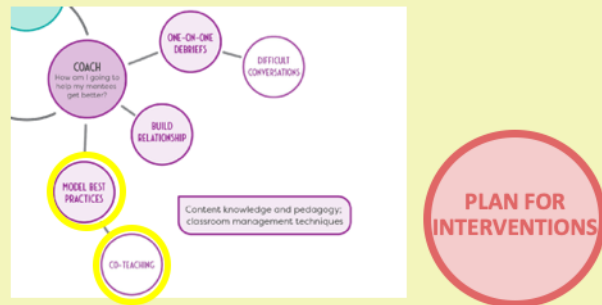
● **Duration:** 8 minutes

● **Facilitator says:** So now it's your turn to try this. On pg. 24 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.

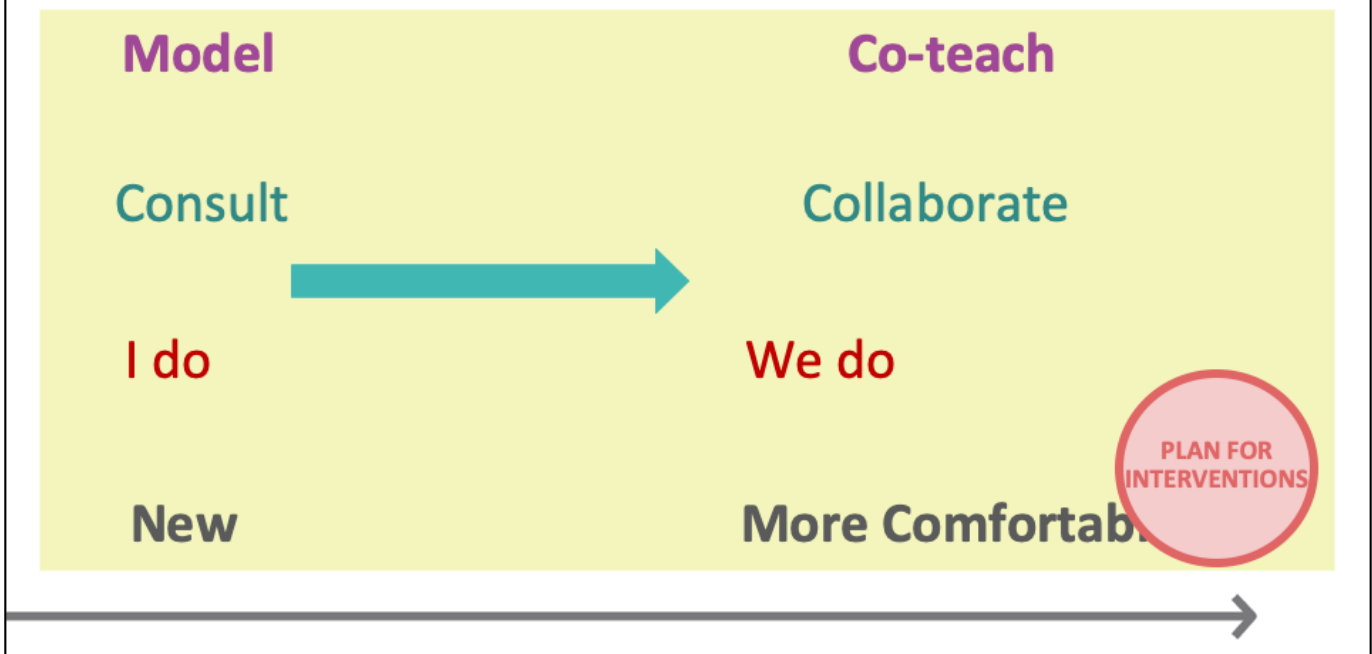
## Plan for Interventions: Three Key Components

- 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?

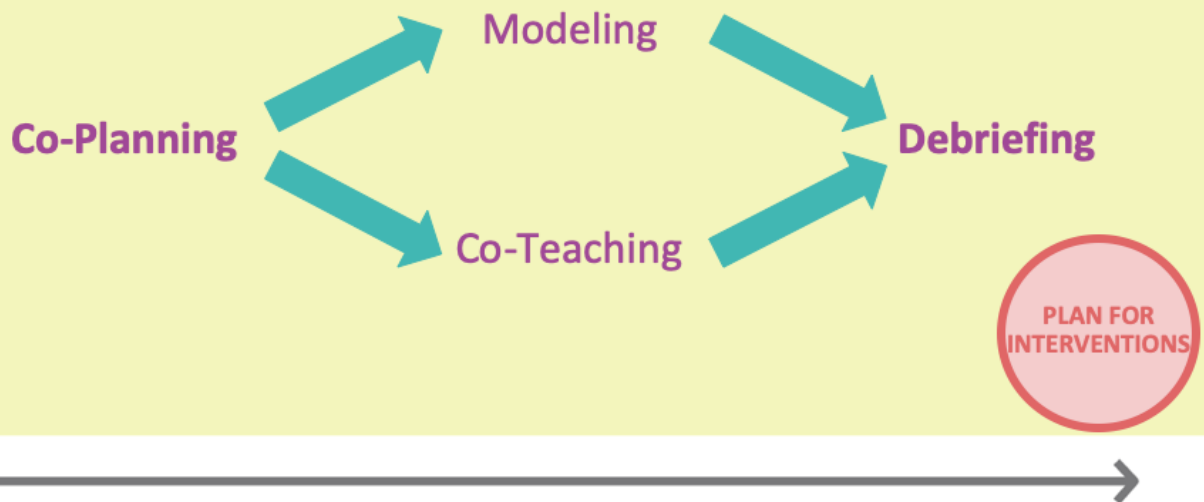


- **Duration:** 8 minutes
- **Facilitator says:** We're going to take a few minutes to discuss intervention approaches, because there are different reasons for using each. Once you know what learning the mentee needs to engage in with you, you'll need to decide which method is the best fit for developing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



**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 use relevant text evidence to answer questions about the 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.*) 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 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.*



**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 facilitating close reading and has specific things to focus on, co-teaching is likely the best intervention.]

# 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 26.

**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

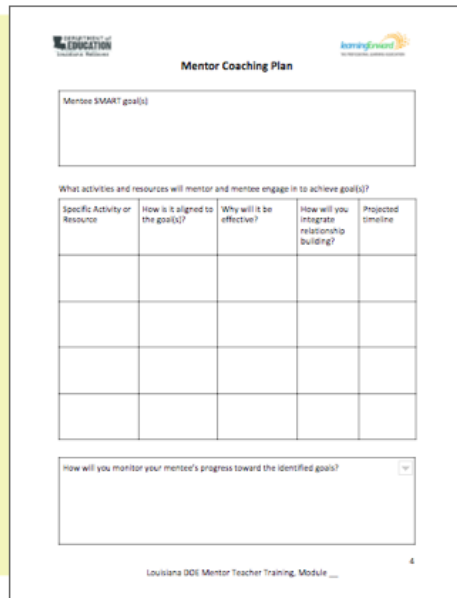
**Facilitator Says:** Then, you'll turn those ideas into a clear and concise coaching plan, a plan that simply states what intervention you'll use to support your mentee, and when. The most useful mentee coaching plans have the following components. These components come directly from the assessments 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. 27-29 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 left is the Louisiana Department of Education logo, and at the top right is the 'Learning Forward' logo. The title 'Mentor Coaching Plan' is centered. Below the title is a large rectangular box labeled 'Mentee SMART goal(s)'. Underneath that is a section titled 'What activities and resources will mentor and mentee engage in to achieve goal(s)?'. This section contains a table with four columns: 'Specific Activity or Resource', 'How is it aligned to the goal(s)?', 'Why will it be effective?', and 'How will you integrate relationship building?'. The 'Projected timeline' column is empty. Below the table is another large rectangular box labeled 'How will you monitor your mentee's progress toward the identified goals?'. At the bottom of the page, it says 'Louisiana DOE Mentor Teacher Training, Module ...' and the number '4'.

PLAN FOR INTERVENTIONS

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

**Duration:** 15 minutes

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

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

**Facilitator Says:** *So I know that my mentee is struggling with asking text dependent questions of her students and remember we said that maybe she could benefit from the mentor modeling some specific strategies for her that will support her in recognizing a strong text-based answer and in prompting students back to the text when their answers are based on experience/opinion or otherwise inaccurate. 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 text that I'll be questioning students about and discuss what teacher moves are really essential when supporting students in providing text-based answers. How is it aligned to the goal? It's aligned because we will plan the strategies the mentor will model for asking text-based questions and*

*assessing text-based answers during small and whole-group class discussions. Why will it be effective? Here I may write something like, Both mentor and mentee will review the lesson and text, paying particular attention to the strategies that will support students in providing text-based answers. 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 28. 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

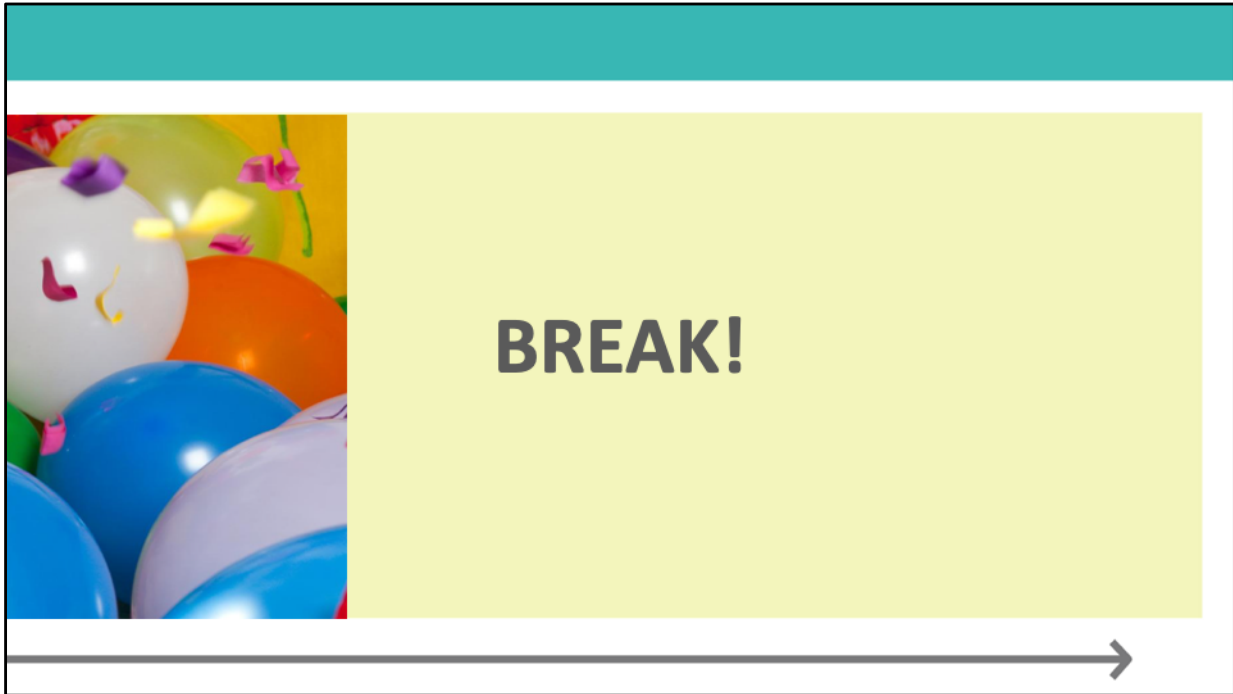
**Facilitator Says:** So we just learned how to plan for interventions to meet the diagnosed needs of our mentees. To help you remember the new learning you just engaged in, please take 2 minutes to sum up your learning for yourself on pg. 30 of your handouts.

## 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 30 of handout)



**SECTION START: 1:45**

●**Duration:**15 minutes

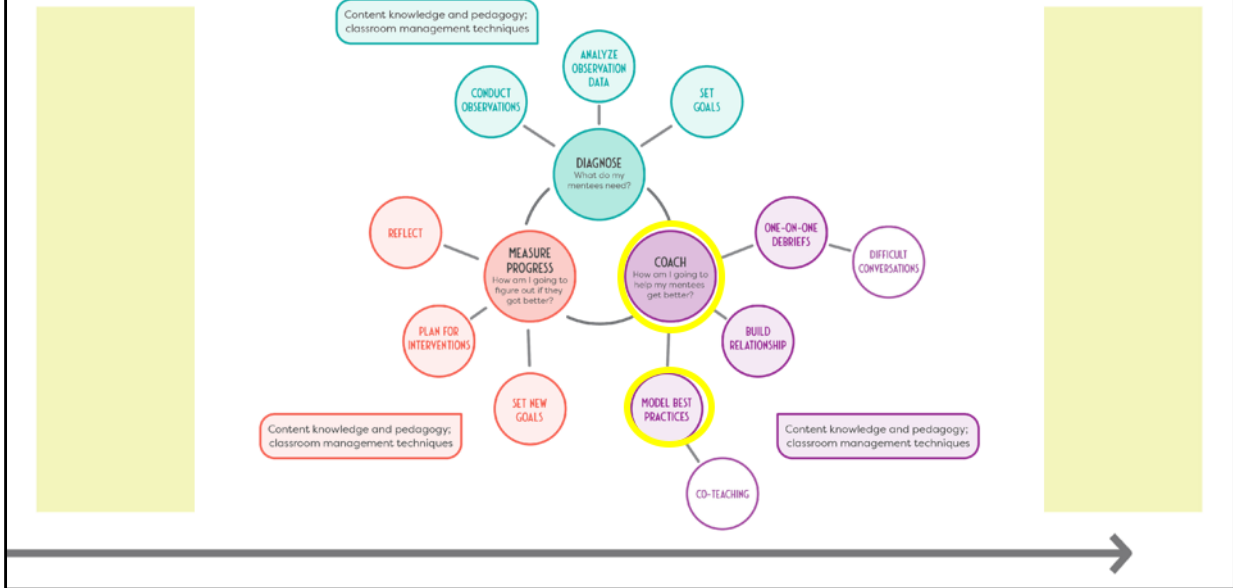


## MODEL BEST PRACTICES

### 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 30 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 30 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 types of questions the mentor asks, the prompts used when students provide an answer based on experience/opinion or that is otherwise inaccurate, and how students react to the teacher moves used as students work through the planned questions.
- In your handout on page 31-32 there is a transcript of a co-planning conversation between a mentor and mentee. In just a minute I'm going to have you get up and find your 3:00 partner. With your 3:00 partner you will read through the transcript, feel free to role-play it, and hopefully you will start to get a clearer picture of what this looks like in practice. For your reference, the US History lesson the mentor and mentee are discussing starts on p. 33 (through p. 45) of your handout. You will also see a blank "look-fors" template on page 47. You'll want to take your handouts and any other notes you may want to use. Once you find your 3:00 partner, go ahead and find a place to sit and work together.
- **Facilitator does:** Allow participants 5 minutes to read through the transcript and discuss noticings and wonderings about the co-planning conversation. After 5 minutes, ask everyone to pause where they are for next instructions.

## Try it Out: Co-Plan Instruction

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



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

MODEL BEST PRACTICES

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

- **Duration:** 20 minutes
- **Facilitator says:** Now we want to give you a little time to practice your own co-planning conversations. To engage in this role-play we are going to ask you stick with your 3:00 partner.
  - A lesson from the US History Scope and Sequence document that could support your role play with a fictional mentee's close reading SMART goal is in your handouts starting on page 33. The SMART goal is one that we discussed earlier during plan for interventions. The lesson is focused on Populism. You may also reference the sample “look-fors” checklist from our model on page 43 of your handout. (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 close reading SMART goal and the lesson plan provided. After 5 minutes we will have you switch roles and Partner A will become the mentee and Partner B the mentor and they will have the

chance to practice this type of conversation as well. We know this may feel awkward at first, but engaging in this practice is important so you will feel better prepared in engaging in this type of conversation in real life with your mentees.

- **Facilitator does:** Circulate as participants are practicing their co-planning conversations, providing feedback and support where necessary. After 5 minutes, indicate to the group to switch roles to allow both partners to have the opportunity of playing the role of the mentor and mentee.
- **Facilitator says:** Now we want to give you the opportunity to create a “look-fors” checklist for the skill you were just practicing a co-planning conversation for. If your mentee was working on supporting students in answering text-based questions with evidence from the text rather than experiences or opinions, 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? Take 5 minutes to work with your 3:00 partner and develop some “look-fors” you think would be good for the mentee to have on a checklist for this particular skill. You will see the sample “look-fors” from the transcript co-planning conversation to get you started on page 43 of your handout.
- **Facilitator does:** Circulate to provide support as participants work on their checklists. After 5 minutes, invite a few participants to share out their ideas with the whole group.
- **Facilitator says:** (Pose the questions to the group & **animate the slide**) So why is it important to co-plan with the mentee prior to modeling? **Animate the slide.** What is valuable about having this type of conversation prior to the model lesson or activity taking place? (invite a few participants to answer each question) As we move into the next piece, model for demonstration, we would like for you to stick with your 3:00 partner a little longer because you will work with them during the next activity as well. So hang tight.

## Model Best Practices: 3 Key Components

- Co-plan instruction
- Model for demonstration
- Debrief



MODEL BEST  
PRACTICES

● **Duration:** 30 seconds

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

# Model for Demonstration

- **Share with students** about this growth opportunity
- Make your **thinking & decision making visible**
- **Step in and out** of the teacher role vs. mentor role
- Encourage mentee to **watch how students respond** to the instruction
- The mentee should be actively engaged using their **checklist**
- Remember you don't have to model an ENTIRE lesson - **keep it focused!**

MODEL BEST PRACTICES

- **Duration:** 3 minutes

● **Facilitator says:** These are some tips to keep in mind when conducting the model lesson or activity that you co-planned with your mentee. They can be found on page 45 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 a text-based discussion so students use evidence from the text to support their responses rather than opinions or personal experiences, you may use reinforcing language: "Tanya, you were able to use two separate pieces of evidence from the text to support your thinking," or if you see that some students are using evidence from the text but others aren't, you might say, "Let's take a look at Stephen's response. Maybe if he shares his thinking on how he approached the question, it will spark more ideas 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 45 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 reading a sample transcript on p. 46-47 and then conducting the actual model lesson or activity on pages 33-42 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 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:** 22 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 6:00 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. Once you get settled, I'll give you your instructions.
- **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 - supporting students in using evidence from the text to answer questions. Using the “look fors” checklist you made, the modeling tips we just discussed, and the U.S. History lesson, you are going to roleplay modeling a short segment of the 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. Before we get started

with the modeling practice, we will give you 5 additional minutes to look through the lesson plan that starts on page 33 of your handout, 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 p. 48. 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.
- **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
<b>Primary Questions</b>	
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)	
<b>Application Questions</b>	
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?	
<b>Clarifying Questions</b>	
What parts of what I was modeling during this lesson or activity still need further clarification?	
<b>Closing Questions</b>	
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 48 (second copy on page 49), you will find a debrief tool that can be used following a model lesson or activity. This tool includes questions on it that will help the mentor facilitate a debrief/reflection conversation that hits all of the points on the previous slide. Remember, providing a model lesson for a mentee is rendered pointless if it is not followed up with a debrief conversation to reflect on the new learning and how the mentee plan to implement the new learning in their practice. So take 3 minutes to look over this debrief tool.

● **Facilitator does:** Allow 3 minutes for participants to read over the model best practices debrief tool.

● **Facilitator says:** One quick thing I want to point out about this tool is that it is not meant to be used from top to bottom. You do not need to ask your mentee every single question on this sheet. You can choose the questions that best meet the needs of the conversation or depending on how the conversation is flowing you will choose the most relevant questions. You will see this in the sample debrief conversation that we are about to read in your handouts. It sticks with the same example that's been used throughout this

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

- **Facilitator does:** Give participants 5 minutes to read through the sample conversation (p. 50-51) in the handouts with a shoulder partner writing down noticings and wonderings in the margins as they've previously done.

# 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 with people in your learning team. 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 pages 48-49 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).

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

## Developing Content-Rich Text Sets



Louisiana Department of Education

Developing Content-Rich Text Sets

Started

Students must read, understand, and express understanding of complex texts on a regular basis in order to access content-specific standards and become college-ready. By developing a high-quality text set – a group of texts connected by a similar topic, theme, or idea – educators bolster students' vocabulary knowledge through repeated readings and build students' knowledge by accessing common ideas across multiple texts.

- **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 disciplinary literacy standards: complexity, use of evidence, and, especially, the building of content knowledge..." - the morning's content focus of modules 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 disciplinary literacy 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
- Developing Content-Rich Text Sets
  - 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\*\*\***

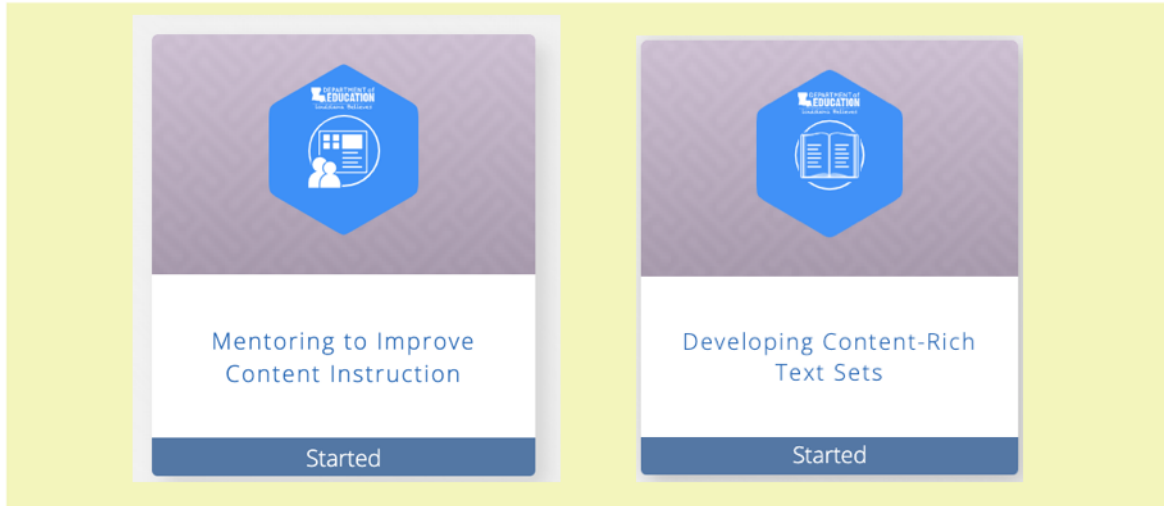
<https://my.bloomboard.com/>

**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 *Building Content-Rich Text Sets* 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!*

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**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.