



THE PROFESSIONAL LEARNING ASSOCIATION

Louisiana Department of Education Mentor Teacher Training

Module 5:
Implementing High-Quality ELA Instruction

Secondary ELA Cohort
July, 2019

Facilitated by Learning Forward



Mentor Teacher Training

Mentor Training Course Goals

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

Module 5 Outcomes:

- Explain how Reader's Circles in the Guidebooks help teachers design instruction for all students.
- Understand what a text dependent question (TDQ) is and knowing the criteria for what makes a strong TDQ.
- Recognize how understanding of Reader's Circles and TDQs is evidenced during the mentoring and within the credentialing process.
- Write a clear and concise coaching plan that enables you to plan interventions aligned to mentee goals.
- Model best practices through co-teaching.

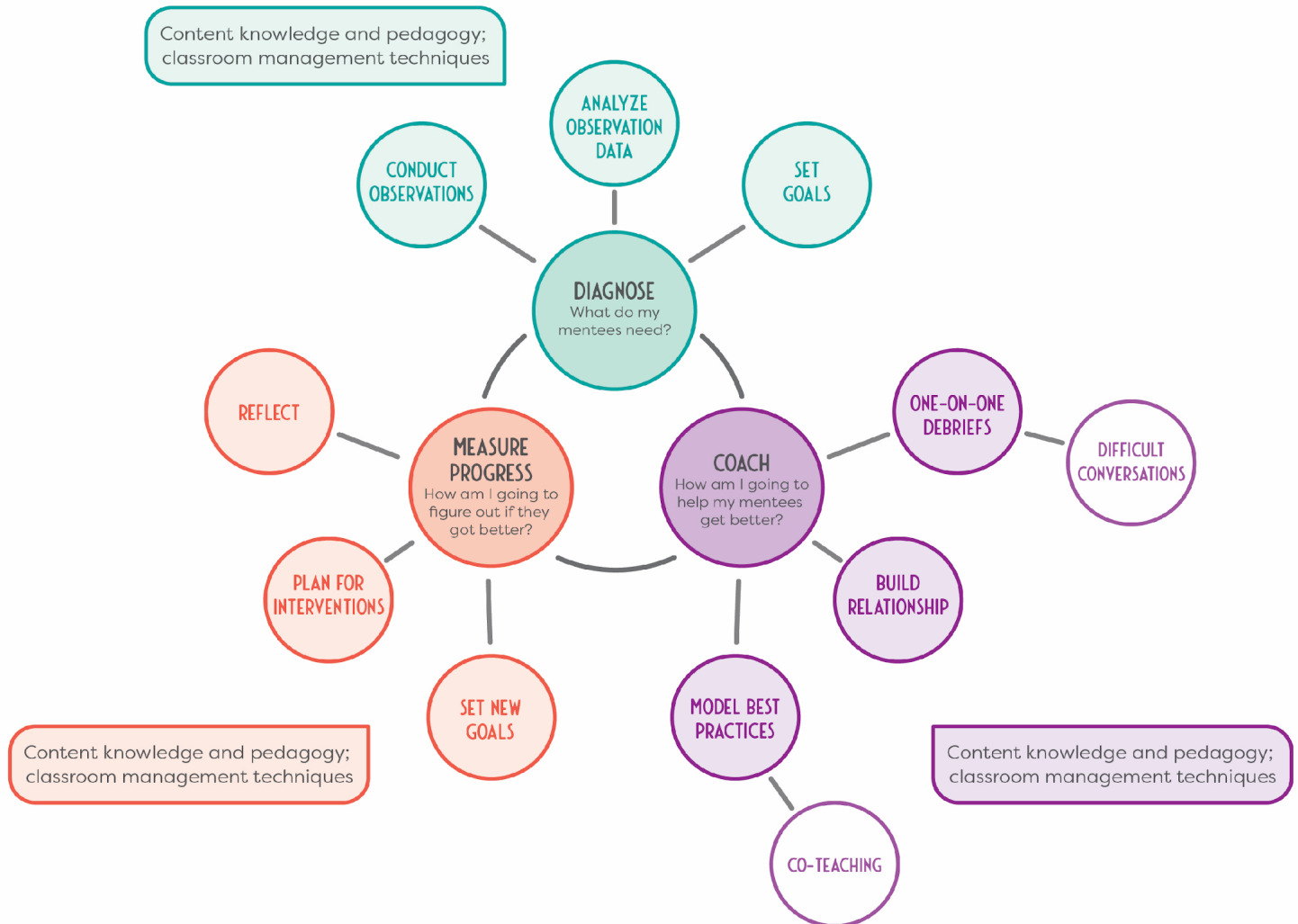
Module 2 Agenda:

- Welcome & Outcomes
- Effective literacy program components
- Louisiana ELA Guidebooks
- Readers Circles and text complexity
- Lunch
- Plan for Interventions
- Co-Teaching best practices
- Connection to Assessments
- Wrap-up

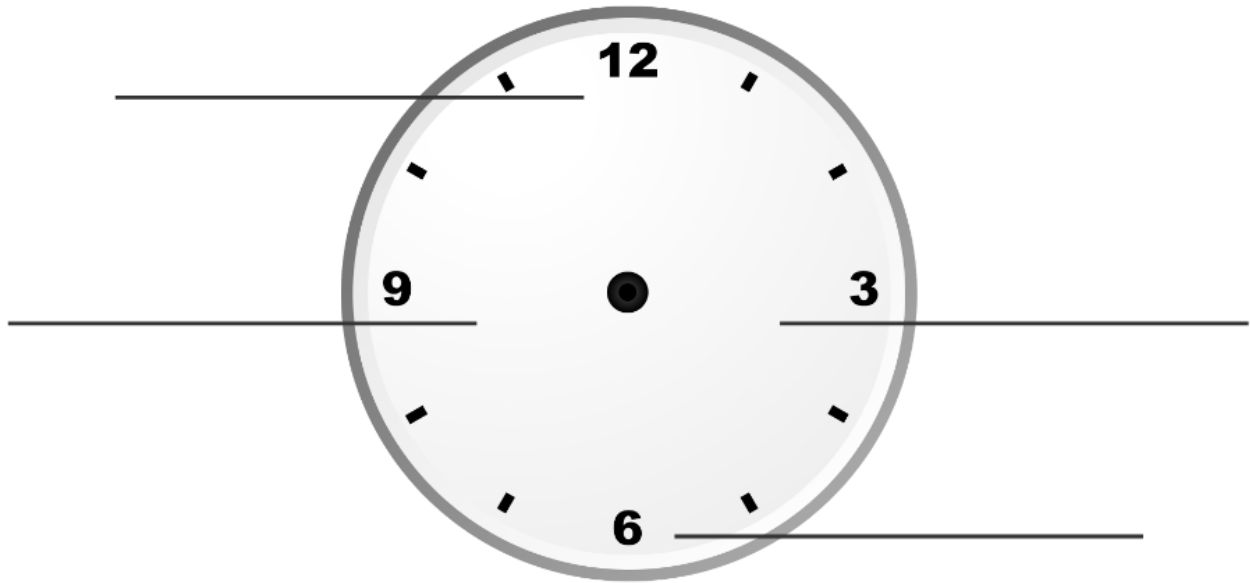
Mutual Commitments:

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

The Mentoring Cycle



Let's Make a Date



Unpacking the Guidebooks: The BIG Picture

Do Now

*What are all of the components of a strong literacy program?
How do you currently address these components in your classroom?*

SECURING THE CORE FOR EACH AND EVERY STUDENT (ELA)

Requires regular support and intensive practice to:

1. Address Fluency for those students who need it
2. Support Development of Academic Language proficiency through Speaking and Listening
3. Support Development of Academic Language proficiency through attention to syntax and academic vocabulary in complex text
4. Grow Academic Vocabulary through word study, close reading and a volume of reading
5. Read Complex Text closely and analytically on a regular basis gradually developing students' ability to learn from complex text independently (R.10 grades 2-12)
6. Increase the Volume and Range of *Accountable* Reading
7. Use Evidence to inform, argue and analyze (write and speak with support from sources)
8. Provide opportunities for short focused research on a regular basis

Why the focus on close reading?

Close Analytic Reading integrates and further develops many of the elements that are needed to support *each* student in meeting the standards. This capacity for incorporating so many of the other strands in one set of activities makes close analytic reading essential.

Close Analytic reading incorporates:

Academic Language: Close attention to words, sentences and language use within the context of the text's unfolding ideas initiates students into the academic language essential to becoming an educated person. This close attention is vital for ensuring success of EL and struggling readers.

Word Study: Careful attention to word choice provides teachers the opportunity to highlight not only the semantic but the grammatical, structural and orthographic components essential to successful word study. Students will develop the habit of noticing words and seeing how and why they work together.

Fluency: Rereading and hearing rich text read aloud develops fluency. At the same time, it brings struggling readers and EL students into the discussion on an equal footing rather than segregating them with simpler and too often, lesser, texts.

Learning from Text Independently: Close analytic reading integrates support and teacher guidance with tasks and culminating assignments done by students in small groups and independently. Analytic reading cultivates the habits of mind that develop students into strong independent readers.

Note on Volume of Student Reading: Close reading itself cannot provide the volume of reading needed to acquire the lexicon of academic words and the background knowledge essential for all students to achieve academic success. What it does is change the way students read by providing the tools and developing the habits of mind that will allow all students to learn independently from the texts they read. This will allow all students to successfully read the quantity of text needed to become fully college and career ready

Evidence Based Speaking and Writing: In addition to listening and reading: analytic reading lessons consistently integrate discussion of the text under consideration as well as multiple opportunities for writing using text evidence. The lesson always culminates in a writing assignment that calls on the students to demonstrate understanding of the text under consideration.

How do these components compare to the components you identified in your Do Now?

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Comparison Chart	
Close Reading	Volume of Reading
<ul style="list-style-type: none"> ● Complex, grade-level text ● Focus on fewer pages at a time ● All students read the same text ● Teaches students to attend carefully to text ● Requires heavy support ● Solely instructional ● Exposes students to higher-level content ● Gives all students access 	<ul style="list-style-type: none"> ● Texts at various levels ● Read more pages ● Student or teacher choice of text ● Rapidly builds knowledge and vocabulary ● Requires light support ● Guided or independent reading ● Builds knowledge of words and the world ● Builds love of reading
Close Reading Summary Statement	Volume of Reading Summary Statement

How will you gauge your mentee's working knowledge of the components of literacy instruction?

How will you support their understanding of close reading and volume of reading and the role that each plays in instruction?

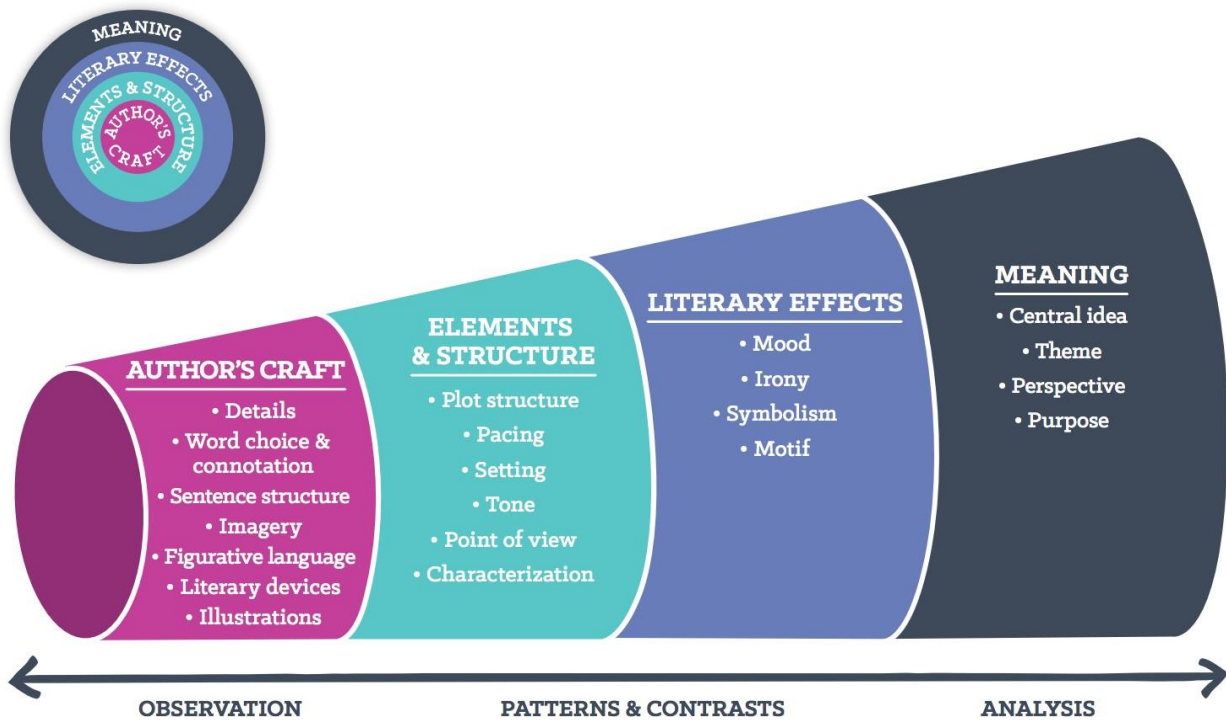
How well can *you* explain the components of literacy and the way they are used within the Guidebooks (or your Tier I curriculum)?

Capture Your Learning	
Question	Response
<p>What are the components of a healthy literacy diet and how are these addressed in the ELA Guidebooks?</p>	
<p>What are the differences between close reading and volume of reading? What does each contribute to students' literacy development?</p>	
<p>How will you use this understanding to support your mentee?</p>	

Defining Close Reading in the Guidebooks

Do Now	
<p>Text:</p> <p>Twas the night before Christmas, and all through the house Not a creature was stirring, not even a mouse The stockings were hung by the chimney with care In hopes that St. Nicholas soon would be there.</p>	<p>Questions:</p> <p>1. When and where does the poem take place? What evidence from the text makes you think so?</p> <p>2. What tone does the poem have? What words and phrases in the text make you think so?</p>
<p>How do these text-based questions work together? How does the second question build from the first one?</p>	

Reader's Circles



How would you describe Readers Circles?

The Story of Prometheus: I. How Fire Was Given to Men from *Old Greek Stories*

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter¹ and been sent in chains to the strong prison-house of the Lower World. (1)

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn² was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures. (5)

"If they only had fire," said Prometheus to himself, "they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."

Then he went boldly to Jupiter and begged him to give fire to men, so that they might have a little comfort through the long, dreary months of winter.

¹ Jupiter (Roman) is the same as Zeus (Greek).

² Saturn (Roman) is the same as Cronus (Greek).

“Not a spark will I give,” said Jupiter. “No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy.”

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith³ which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling⁴ of the sun in the far east.

“Mankind shall have fire in spite of the tyrant who sits on the mountaintop,” he said. (10)

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly.

Then he turned and hastened back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,⁵ and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

“A new Golden Age shall come, brighter and better by far than the old!” (15)

The Story of Prometheus: II. How Diseases and Cares Came Among Men from *Old Greek Stories*

James Baldwin

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

“Who has done all this?” he asked.

And some one answered, “Prometheus!”

“What! that young Titan!” he cried. “Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk. But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it.”

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way. (20)

In the first place, he ordered his blacksmith⁶ Vulcan, whose forge⁷ was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden;⁸ and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

“Come now!” said Jupiter, “let us all give some goodly gift to this woman;” and he began by giving her life.

⁶ blacksmith: a person who makes objects out of metal

⁷ forge: open fire oven for making objects that require heat to be formed, like metal

⁸ bidden: told

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity.

Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light-footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling for the good of mankind. He met Epimetheus first, and said to him:

“Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife.”
(25)

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket,⁹ which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

“They must be jewels,” she said to herself; and then she thought of how they would add to her beauty if only she could wear them. “Why did Jupiter give them to me if I should never use them, nor so much as look at them?” she asked.

The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

“Why should I care for what Athena told me?” she said at last. “She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know.” (30)

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange

⁹ casket: a small box for holding valuable objects

creatures with death-like faces and gaunt¹⁰ and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

This text is in the public domain.

¹⁰ gaunt: skinny from starving

The Story of Prometheus: Discussion Questions	
Why does Jupiter refuse to give humans fire? What does this reveal about Jupiter's character?	
What motivates Prometheus to defy Jupiter? What does this reveal about Prometheus' character?	
How are humans influenced by Prometheus' decision to defy Jupiter?	

The Story of Prometheus: Discussion Questions (continued)

What is Jupiter's punishment for man?

What does it symbolize?

Use evidence from the text to support your thinking for both questions!

Analyze this quote:

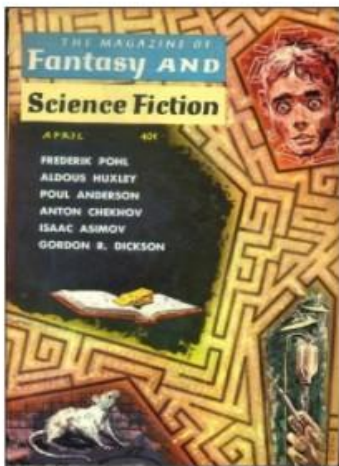
“It is best for humans to be poor and ignorant, so that we Mighty Ones may thrive and be happy.”

Discuss: The gods are repeatedly referred to as the “Mighty Ones.” Based on this quotation, are the gods truly mighty? Why or why not?

Lesson Samples: Exploring the Reader's Circles in the Guidebooks

Flowers for Algernon: Excerpt from Lesson 4 "Character Analysis in *Flowers for Algernon*"

Let's Prepare! ▾



Today we will:

- Read Progress Reports 1-3 of "Flowers for Algernon" by Daniel Keyes.
- Analyze Charlie's character based on the content and structure of the text.

Let's Read! ▾



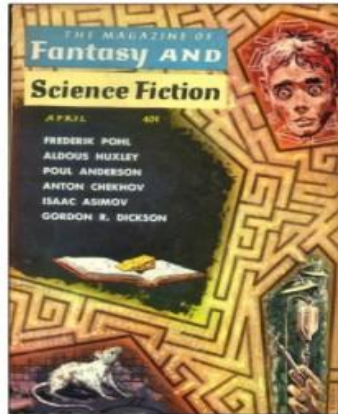
- Listen as I read aloud Progress Reports 1-3 of “Flowers for Algernon” by Daniel Keyes.
- Follow along with your copy of the text.
- As I read, take notes about what you’ve learned about Charlie in each progress report, using the split-page notes handout.

Let's Express Our Understanding! ▾

- Complete the summary portion of the split-page notes handout. Be sure to include:
 - Who is Charlie Gordon?
 - Identify 2-3 quotations which reveal aspects of Charlie’s character and explain what they reveal.

Flowers for Algernon: Excerpt from Lesson 10 “How has Charlie changed?”

Let's Prepare! ▾



Today we will:

- Read Progress Reports 4-8 of “Flowers for Algernon.”
- Record details about Charlie’s character before and after the surgery.

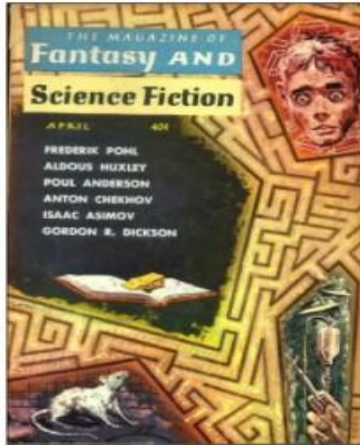
Let's Discuss! ▾

How has Charlie changed?

How do the author’s choices contribute to your understanding of these changes and their impact on Charlie?

Lesson 10, continued

Let's Read! ▾



- Listen as I read aloud Progress Report 4 from “Flowers for Algernon” by Daniel Keyes.
- Follow along with your copy.
- As you listen, mark the different opinions each character presents about Charlie with a sticky note.
- On each sticky note, write the character’s name and their claim about Charlie.

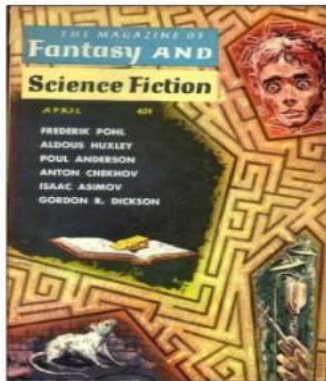
Let's Close! ▾

In this lesson, you learned more about Charlie Gordon before and after the surgery.

You also analyzed how claims made by several characters in “Flowers for Algernon” reveal aspects of Charlie’s character.

Flowers for Algernon: Excerpt from Lesson 11 “What is Intelligence?”

Let's Prepare! ▾



Today we will:

- Investigate different theories of intelligence.
- Further develop a written response based on the exit ticket in the previous lesson.

Let's Read! ▾



- Listen as I read aloud different theories of intelligence.
- As I read, take notes in your reading log.
 - Is *being smart* the same as *being intelligent*?
 - Does being “smart” make you a better person?

Lesson 11, continued

Let's Express Our Understanding! ▾



- Revise your original response from your reading log using evidence from the texts and class discussions.
 - Select a quotation or describe an event from this section of “Flowers for Algernon” and argue how it shows what Charlie thinks, learns, or questions about intelligence.
- Write at least a paragraph on notebook paper to turn in.

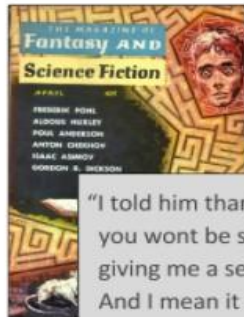
Let's Close! ▾

In this lesson, you learned more about intelligence and Charlie’s thoughts on “being smart.”

You also practiced using information from multiple texts to support your claims in writing.

Flowers for Algernon: Excerpt from Lesson 12 “How structure impacts character and plot development”

Let's Prepare! ▾



“I told him thank you doc you wont be sorry for giving me a second chance. And I mean it like I told him. After the operashun Im gonna try to be smart. Im gonna try awful hard.”

Today we will:

- Read Progress Report 9 from “Flowers for Algernon” by Daniel Keyes.
- Evaluate how the structure of the text impacts our understanding of Charlie.

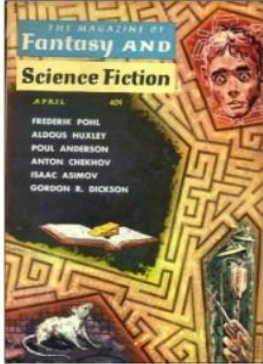
Let's Discuss! ▾

progris riport 1--march 5 1965
“He says its importint so they will see if they can use me. I hope they use me. Miss Kinnian says maybe they can make me smart. I want to be smart. My name is Charlie Gordon. I am 37 years old and 2 weeks ago was my birthday. I have nuthing more to rite now so I will close for today.”

PROGRESS REPORT 9 -- April 20
“I feel sick inside. Not sick like for a doctor, but inside my chest it feels empty like getting punched and a heartburn at the same time. I wasn't going to write about it, but I guess I got to, because it's important. Today was the first time I ever stayed home from work.”

Flowers for Algernon: Excerpt from Lesson 13 “Impact of Irony on Character Development”


Let's Prepare! ▾



Today we will:

- Reread Progress Report 9 from “Flowers for Algernon” by Daniel Keyes.
- Evaluate how irony impacts our understanding of Charlie Gordon and the events of the story.

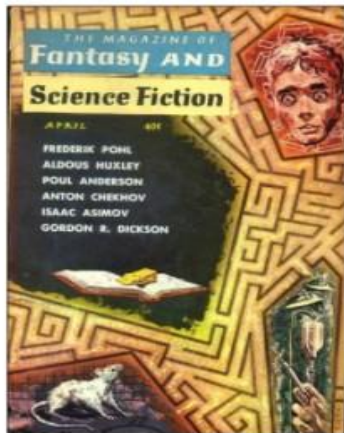
Let's Express Our Understanding! ▾



- Reread Progress Report 9 independently.
- As you read, locate examples of irony to include on the irony tracker.
- Complete a row on the irony tracker for each example located.

Flowers for Algernon: Excerpt from Lesson 15 “Analyze character development and irony in Flowers for Algernon”

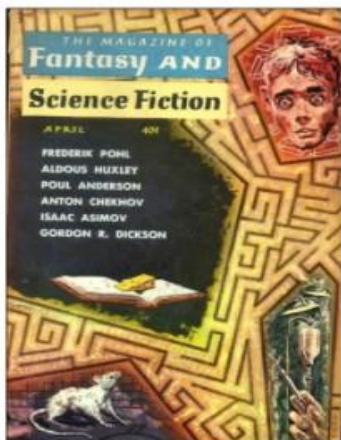
Let's Prepare! ▾



Today we will:

- Read April 21-28 (Progress Report 10) and April 30-May 18 (Progress Report 11) from “Flowers for Algernon” by Daniel Keyes.
- Continue completing the before/after surgery chart and the irony tracker.

Let's Read! ▾



- Read April 21-May 18 of Progress Reports 10 and 11 from “Flowers for Algernon.”
- As you read, continue completing the before/after surgery chart and irony tracker.

Lesson 15, continued

Let's Express Our Understanding! ▾



- In your reading log, write an answer to the question.
 - Charlie wants nothing more than to be “normal” and accepted by others. Given his desire, what is ironic about his statements in these entries? Include evidence from the text to support your answer.

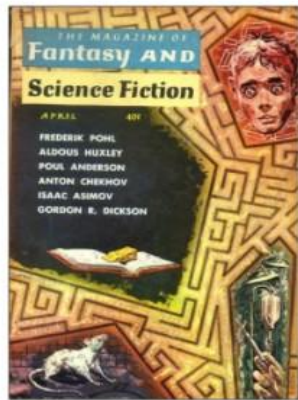
Let's Close! ▾

In this lesson, you learned more about the results of Charlie’s surgery.

You also analyzed how irony impacts the reader and contributes to the development of events and characters in a text.

Flowers for Algernon: Excerpt from Lesson 23 “Finish Reading Flowers for Algernon”

Let's Prepare! ▾



Today we will:

- Finish reading “Flowers for Algernon.”
- Complete our before/after surgery chart.

Let's Express Our Understanding! ▾



- In your reading log, answer both of the following questions. Use textual evidence to support your response.
 - How does Charlie change in the progress reports from May 23-July 28?
 - Is Charlie better off as a result of the surgery?

Lesson 23, continued

Let's Close! ▾

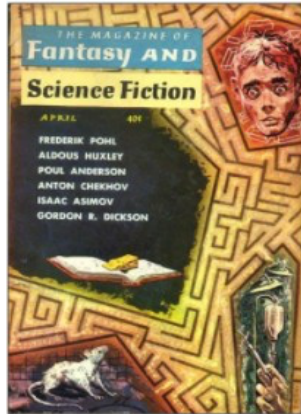
In this lesson, you learned what happens to Charlie in "Flowers for Algernon."

You also learned how changes in characters impacts the reader and develops meaning in a text.

Flowers for Algernon: Excerpt from Lesson 24 “Understand a theme in Flowers for Algernon”

Lesson 24, continued

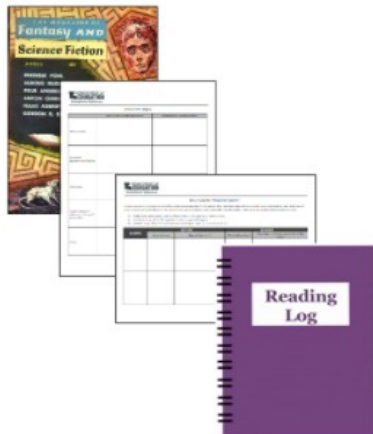
Let's Prepare! ▾



Today we will:

- Determine a theme of “Flowers for Algernon.”
- Analyze how the theme is developed through the characters, structure, and plot.

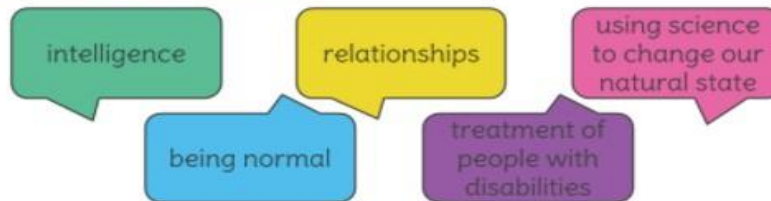
Let's Read! ▾



- With a partner, review the text and your notes taken throughout the unit.
- Write a summary of the events of “Flowers for Algernon” in your reading log.
- Underneath the summary, create a list of the ideas/topics discussed in the text.

Let's Discuss! ▾

- Review the list you created of ideas/topics discussed in "Flowers for Algernon."



- Select a topic/idea and write it on the theme handout.
- What does "Flowers for Algernon" teach you about that topic/idea? Write a theme statement.

Let's Express Our Understanding! ▾



- Locate relevant evidence from "Flowers for Algernon" which develops your identified theme.
- On the theme handout, write the evidence and then explain how it develops your identified theme.

Capture Your Learning	
Question	Response
What are the Reader's Circles and how do they live in the Guidebooks?	
How does the sequence of tasks and questions in the Guidebooks support building understanding of the text?	

Return to the unit and text that you chose for your submission in the *Reading Complex Grade-Level Texts* competency, then consider the Reader's Circle graphic to identify what knowledge and skills you plan to teach with the text.

Use this space to make notes about specific entries for each level of Reader's Circles for your text type.

Review Requirement #2 of the Assessment and the scoring rubric on page 3.

Review the TDQs for your chosen text and consider their alignment to the appropriate Reader's Circles graphic. Use this space to make notes about your noticings regarding alignment. Be as specific as possible and include notes about your reasoning.

Develop additional TDQs to build your students' understanding using the Reader's Circles graphic as a guide. Where do anticipate your students will need additional scaffolding to make meaning of the text and to be ready for the culminating task?

Ah-Ha's and Insights



How you will use today's learning as a mentor and how you will build your mentee's understanding and implementation of Reader's Circles?

Module 5 Afternoon Outcomes:

- Write a clear and concise coaching plan that enables you to plan interventions aligned to mentee goals.
- Model best practices through co-teaching.

Plan for Interventions: 3 Key Components

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

Clarify the new learning

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

Sample SMART Goal

<i>During the upcoming unit, the mentee will analyze the complexity of the anchor text and use the appropriate reader's circle schematic to diagnose and address student's responses and needs during class discussion with TDQs, leading to most or all students scoring proficient on the culminating writing task.</i>	
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Types of Co-Teaching

- One teaches, one observes students
- One teaches, one assists
- Station teaching
- Parallel teaching
- Supplemental teaching
- Alternative or differentiated teaching
- **Team Teaching**

Types of Team Teaching

<p>Jigsaw:</p>	<p>Whisper-in:</p>
<p>Teach, pause, discuss:</p>	<p>Share roles:</p>

Mentor Coaching Plan

During the upcoming unit, the mentee will analyze the complexity of the anchor text and use the appropriate reader's circle schematic to diagnose and address student's responses and needs during class discussion with TDQs, leading to most or all students scoring proficient on the culminating writing task.

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

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline
Co-Planning: Review text and TDQs to understand complexity elements and how the TDQs will lead students to re-read the text with deepening understanding.	Direct practice in preparing to teach a complex text and lead a class discussion to help students make meaning of the text.	We'll do the work together; mentor is there to model if needed	Model growth mindset - working through the text together	Thursday planning period, 1:30-2:15

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

Mentor Coaching Plan

Mentee SMART goal(s)

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

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

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Mentor Coaching Plan

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Mentor Coaching Plan

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

Reflect: Cumulative Learning

Yesterday I....

Today I....

Now I

Plan for Interventions: Key Takeaway

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

Co-Teaching: 3 Key Components

- Co-plan instruction and co-teaching method
- Co-teach the lesson
- Debrief the lesson

Co-Plan Instruction

- Revisit **agreements**.
- Confirm the **purpose/goal** of the lesson and **connection to SMART goal**.
- Create a **“look-fors” checklist** based on the goal of the lesson or activity.
- Select **best model for co-teaching** to achieve student and teacher learning outcome.
- **Make thinking visible** as you co-plan what the lesson requires to be successful, including any tweaks you need to make to integrate your chosen co-teaching model.

Co-Planning Conversation Transcript (Segment)

[The mentor and mentee have already begun their co-planning meeting. They've greeted each other and confirmed the timing and date of the lesson they'll be co-teaching].

Mentor - So I've been looking over the text we said we'd be teaching and I brought my copy with me that I made some notes on. Did you have a chance to read through it?

Mentee - I didn't, I'm sorry. I have it right here. I meant to over lunch but then I had a couple kids stay in for extra help.

Mentor - Next time we're going to co-plan, try to read through the text the night before. Lunch is so unpredictable - it's best if you don't leave stuff until that time. That means you won't be prepared for our conversation, but this time, I'll share my thinking as we go through it together. When you've done your first read in advance, this work can be more truly collaborative

Mentee - Yeah, I will. And I think I'm getting more familiar with how the Guidebook lessons are laid out...the text sets, the TDQs, and the teacher notes--how they guide the work leading up to the grade-level text and the culminating writing task.

Mentor - Good, the Guidebooks walk you through what to expect, even look-fors in student responses, but you'll still need a strong knowledge of the text and the understandings students need to build prior to, and from the grade level text. In real-time teaching, you can't look up every student response to see if it matches the Guidebook's. You'll need to understand the text and how to guide students through it so that you can respond immediately to the answers students give you so that the discussion becomes a learning event.

Mentee - So that's where I've been really struggling. I think I told you this already when we debriefed, but I try to use the questions they have there to lead the conversation but it just seems to go all over the place. The kids don't seem to get a lot out of it.

Mentor - Yeah - I was thinking about that. Making meaning from text is a holistic process that must unfold as the reader moves through the text; understanding builds during, and as a result of, the reading process and that's what we want students to experience. That's why I think the best way for us to work on this is through co-teaching a class reading of the text and discussion. So I was thinking that I would...

[Mentor writes on the lesson plan]

Mentor - ...be in the room together for the whole lesson. You'll do the first read of the text for the students and give the instructions for the second, silent read with annotations. We can both circulate while students are reading to monitor and remind them to annotate. Then, I'd like you to start the discussion by asking students the first question. You'll need to consider how

you want to do this--ask the whole class, call on someone, ask for a volunteer, or some other method. Those first few questions are fairly straight-forward and I wouldn't expect students to have problems with them. Respond as you think is appropriate, but remember to ask them for their text evidence whenever possible. Then you can ask the class, or another student, if they agree with the first student's answer. Remember, they need to do the thinking and they need to work on learning to evaluate each other's responses, explanations, and text evidence rather than relying on you to tell them what's right or wrong. Give them guidance, not answers. I will be right there with you. We can use a strategy called "teach, pause, discuss". Anytime you want to pause in your teaching for us to discuss how it's going or if you have any wonderings you can just pause and we can take a quick time-out to discuss. At the beginning of the lesson, I'll explain to the kids how it's going to go so they're not surprised.

Mentee - So I'll just, pause?

Mentor - Or give me a signal...I'll make sure to stay close by so it's easy for us to pause and discuss. If I have a thought and want to call a pause, what's the best way for me to do that?

Mentee - Um. I don't know - I've never had that happen before.

Mentor - How about I just give you a little hand signal? Yeah? We can try it and if it doesn't work we can try something different next time.

Mentee - Sure.

Mentor - And when we're done talking, you just turn back to the class and pick up again. You and I will both circulate around the room during partner thinking. Then how about I lead through a few of the more challenging questions and you can observe? But when I ask the groups to talk about their responses or their text evidence, I want you to circulate again and interact with groups to support their thinking. Just before the end of group work, let's meet up again and quickly discuss our assessments of student understandings based on what we heard.

Mentee - I was hoping you'd say that. I'm not sure I'm ready for a whole group talk yet, but I'd like to give it a try with a few small groups.

Mentor - No problem - so I think to get ready to facilitate student discussions we should take some co-planning time to review the text and the TDQs. I'd like us to practice answering some of the challenging questions so we experience what our students will as they go back into the text. That should help us in a couple of ways--one, it will help us anticipate what students need to understand and where they might mis-read or understand the text as they work; second, it will help ensure that we're thinking alike so that we're consistent in the guidance we offer students.

[Mentor and mentee each start independently reading and crafting answers to the TDQs]

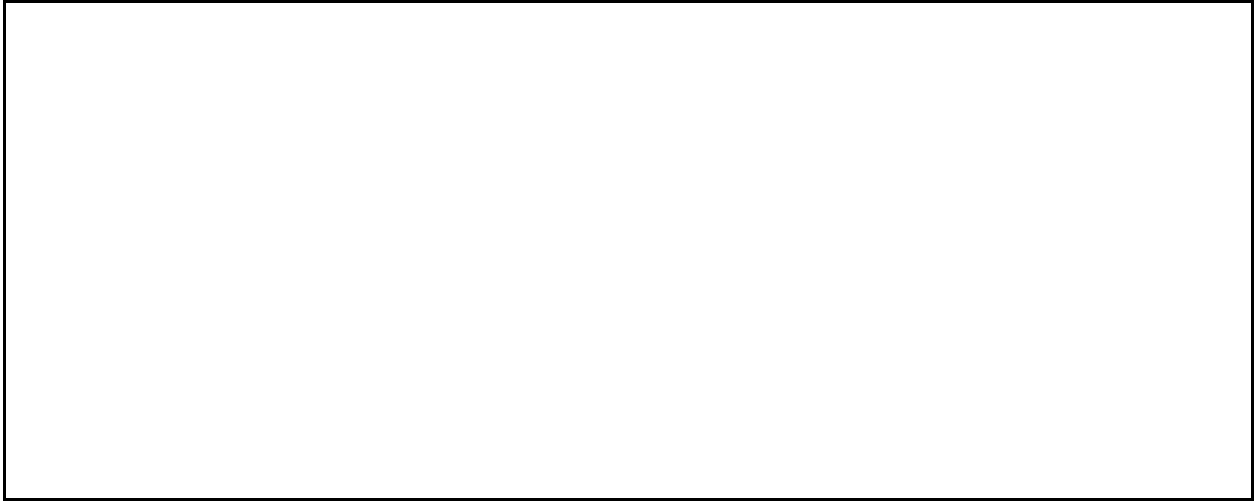
TRY IT OUT: Look-For's Checklist

Look-For's	Observation Notes
<ul style="list-style-type: none">Using a recording sheet to take notes on student responses and group interactions while the lesson is occurring	

Look-For's Checklist

Look-For's	Observation Notes

Video: Co-Teaching a Lesson



Reflect on Co-Teaching

- What are you most looking forward to when it comes to co-teaching with your mentee?

Debrief Co-Taught Lesson

- Mentor and mentee both reflect using look-fors
- What worked and what can be improved upon
- Review the lesson impact on student learning
- Reflect on co-teaching and how to strengthen in the future

Co-Teaching: Debrief the lesson

Suggested Guiding Questions for Discussion	Debrief Planning Notes	Debrief Meeting Notes
Primary Questions		
How did this co-teach lesson or activity help you and your students in reaching desired outcomes?		
What was most effective about the co-teaching strategy on impacting student learning and teaching practices?		
What was not effective about the co-teaching strategy on impacting student learning and teaching practices?		
Application Questions		
What will you continue implementing into your teaching practice as a result of this co-teach?		
What would you change/modify if you were teaching this lesson on your own and why?		
Clarifying Questions		
What are, if any, lingering questions you may have regarding how the lesson went or the implementation of the co-teach strategy used?		
Closing Questions		
What is/are the top learnings you are taking away from this co-teaching experience?		
How can I support you as you continue working on this SMART goal?		
How can we improve our agreements and processes for future co-teaching opportunities?		

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How can I support you as you continue working on this SMART goal?		
How can we improve our agreements and processes for future co-teaching opportunities?		

Debriefing Conversation Transcript (Segment)

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

Mentee - Yeah I really enjoyed co-teaching with you as well. I've never done anything like that before and I felt like I was really learning.

Mentor - So how do you think the co-teach lesson went overall?

Mentee - Well I really enjoyed co-teaching. It was nice to have another adult in the room to bounce ideas off of in real time and to have that in the moment support when working on this goal. Overall I was very happy with the lesson. I feel like doing the reading and answering the questions ahead of time got me more ready to monitor their work - and plus having you there with me...you pointed out things in their work I don't know if I would have thought of on my own.

Mentor - That's great! I agree - I feel like we really worked to guide their discussions. What do you think was most effective about us team teaching that directly impacted student learning and your teaching practices?

Mentee - I really liked how we had the lesson divided up ahead of time because I knew exactly what areas I needed to focus on. I also liked how I got to see you in action working with the students when you led the discussion. I gained some new ideas on how to do that.

Mentor - That's wonderful! It seemed really helpful to you to be able to refer to the key points and text evidence we worked on in advance as you responded students. Is there anything looking back, that you would change or modify about how the lesson went?

Mentee - Hmmmm, let me think for a minute. Maybe the pacing. I think because I really relied on my reference notes, it took me a little longer to respond to students than I would have liked and that slowed down the pace of the discussion. On the other hand, I'm really glad I shared with students that we had worked through all the questions and that I was relying on my own answers and not the pre-printed teacher's notes. I think that set a nice tone--that we did the work too.

Mentor - I agree with you on that point. You'll get faster and smoother in your responses as you get more practice and you'll surely get that! So what are your top take-aways from this co-teaching experience?

[Mentor and mentee continue conversation]

