	<p>Module 5: Implementing High-Quality ELA Instruction</p> <p>Secondary ELA Cohort</p> <p>July, 2019</p>
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●**Duration:** 1 min.

●**Facilitator says:** Welcome to Module 5. We hope you had a good night's rest and look forward to another great day of learning today.

●**Facilitator does:** Reminder of logistics for training (restrooms, times, breaks, lunch, etc.)

Our Agreements



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

2

Duration: 5 minutes

Facilitator says: Yesterday your team made a commitment to focus on one agreement. Discuss among yourselves how well you kept that commitment. What went well and where did you struggle? Determine if you want to keep the same team commitment or focus somewhere else today.

Facilitator does: Observes team conversations. Then after three minutes invite a quick report out from 2-3 groups.

YOU SAID . . .



- Before I thought ... and now I think...
- The most useful thing from today for my own teaching is...
- The most important thing from today for me to remember about working with my mentee is...

3

Duration: 5 minutes

Facilitator says: We want to share what you wrote on your exit cards yesterday. These are the highlights of what you said rather than every comment. If you have a question that we have not yet answered, please see us at break or lunch to get some of our thinking.

Facilitator does: read a summary of about 5-8 big ideas for each of the items. Answer questions that are appropriate to answer in the large group.

Before I thought ... and now I think ...

Thought observation was writing everything down, but now I realize it needs to be focused on domains/look-fors (it is harder than I thought!)

Thought high reading ability was key, but now I realize background knowledge is just as important (maybe more important)

Thought it would be too hard to remember all the aspects of being a mentor, and now I think it will all come together much easier – it is manageable

The most useful thing from today for my own teaching is ...

Partnership agreements

Value and use of scaffolded/sequenced texts to build knowledge – in all disciplines

The most important thing from today for me to remember about working with my mentee is ...

Be patient and clear with expectations – creating and maintaining (including revisiting and revising as needed) agreements is important

Focus on goals

Support not judge

Mentor Training Course Goals

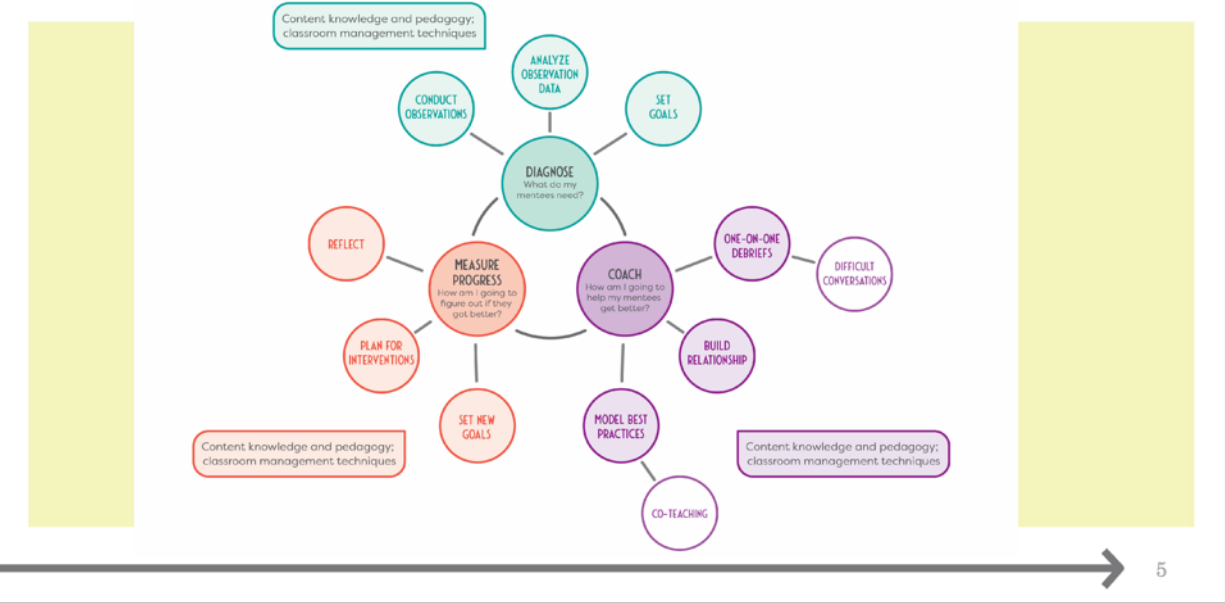
- Build strong relationships with mentees
- Diagnose and prioritize mentees' strengths and areas for growth
- Design and implement a mentoring support plan
- Assess and deepen mentor content knowledge and content-specific pedagogy

4

Updated: Added in entire slide; changed “coaching” to “mentoring”

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

The Mentoring Cycle



Updated: Moved before outcomes slide; added talking points

● **Duration:** 1 minute

● **Facilitator Says:** Remember, this is the mentor cycle that all of our work is grounded in. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today, we'll be zooming in on aspects of Diagnose and Coach. By the end of the nine Modules we will have worked through all of the components of the cycle.

Module 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.

6

● **Duration:** 2 minutes

● **Facilitator says:** During this module, we will focus on two mentoring and two content oriented outcomes. We will also review our work in the Diagnose stage that we did together in the last module.

● The state of Louisiana has invested significantly in the development of Tier 1 curriculum to ensure all educators have access to high quality curriculum and instructional materials. This investment resulted from compelling research on the impact on students when teachers work with HQ curriculum. We are committed to teachers and students having these materials – particularly our newest teachers and our teachers serving our most vulnerable students.

● We will examine how the use of Reader's Circles guides teachers in using text dependent questions to scaffold student understanding of complex text, and that utilization of this approach makes complex text accessible to all students by guiding them through layers of analysis and understanding.

● We will pick up on yesterday's focus on Knowledge to extend the mentoring

cycle to One on One debrief conversation. We may have time for a second practice session with a focus on classroom management.

- We hope the one on one debrief action will be most helpful to you in working with your mentees at the beginning of the year. When we come together again this fall, we will have time to revisit co teaching and model teaching and determine how they might fit into your work with your mentee.

Today's Agenda



- Welcome/overview
- 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

7

Duration: 1 minute

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

ELA Content

Unpacking the ELA Guidebooks The BIG Picture Grades 6 – 8

●**Duration:** 1 minute

Facilitator says: Today we will be spending time in the ELA Guidebooks, noting the ways in which the Guidebooks have incorporated current understandings of literacy research and are structured to make high quality literacy instruction the reality of all Louisiana students. If your school or grade levels does not have, or is not utilizing the Guidebooks, please take this opportunity to explore how those elements of literacy research are actualized in a Tier I curriculum so that this model can be related to your own classroom practice. We'll be considering the ways in which the Guidebooks ensure that all students are being taught a curriculum that aligns to the standards and prepares them for college or career.

Do Now

Write – Pair – Share

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

9

Duration: 5 minutes

Facilitator says: Independently, take two minutes to read and think about these questions. Jot down your thinking in the “do now” section of your handout.

Facilitator does: Provide two minutes of independent think time. Direct participants to the “do now” section of their handout (p. 6 of packet) to write answers as needed:

Facilitator says: Discuss your thinking and compare lists with a partner at your tables.

Facilitator does: Circulate amongst table groups. After about a minute, ask for a few people to share out their responses to the whole group. Then, transition to the next slide to share the session objectives and connect them to this do now.

Components of Literacy Instruction

- **Read** excerpt from article “Elements of Success for All” by David and Meredith Liben (p. 7-8)
- **Look for:**
 - How do these components compare to the components you identified in your Do Now?

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

10

Duration: 7 minutes

Facilitator says: We’ll begin by reading an excerpt from an article called “Elements of Success for All” by David and Meredith Liben. You can find this excerpt in your handout on [page 7](#).

Facilitator does: Review the directions and refer participants to their handouts. Point out that this article is specific to grades 6-12 (there is a K-5 version, as well). **Note that this doc is not called “Elements of Success for All” but this is the excerpt from the article.)**

Facilitator does: Provide 2-3 minutes of silent reading time. After participants read independently, invite participants to share out their reflections with the whole group.

If the following points doesn’t come up, probe with “Do you notice anything different/missing from this list?”

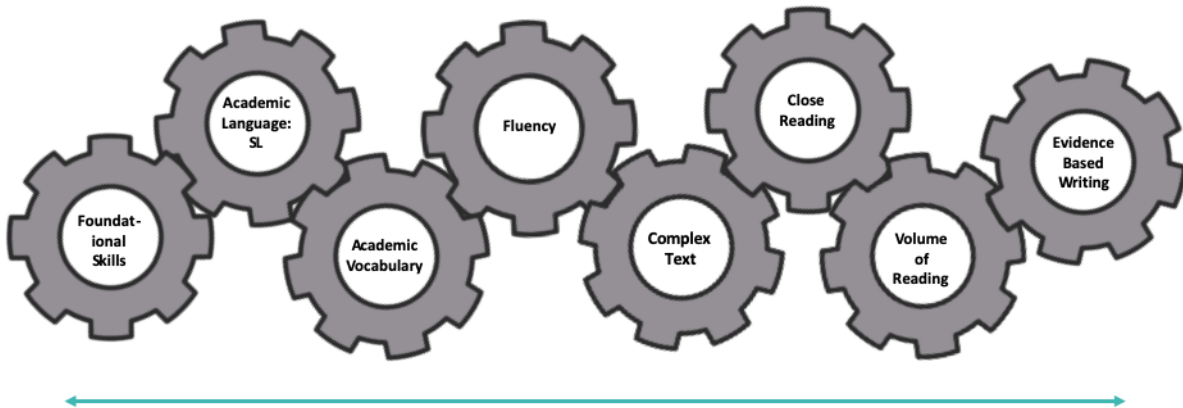
- Note that “guided reading” is not on the list. This is because research does not support traditional guided reading (small group, skills-based instruction using texts on students’ “reading level”). There is no research to say that students become better readers and are better able to read rich, complex texts by only reading texts that are on their reading level. Instead, students should be engaging in a volume of reading of texts at various levels to build their knowledge and love of reading.
- It is also important to point out that foundational skills (phonics, decoding, etc.) are not on this list – not because these foundational skills are not important, but because according

to the standards, these skills should be mastered by grade 3. Students in grades 6-8 who are lacking these foundational skills will absolutely need intervention and targeted support to address and fill these gaps!

Key Point: There are many essential and interconnected components of literacy instruction that our students must receive in order to reach the ELA goal and to succeed in college and careers.

Source: David Liben and Meredith Liben. "Securing the Core for Each and Every Student (ELA)," excerpt from "Elements of Success for All." <https://achievethecore.org/page/234/elements-of-success-for-all-with-the-ccss-grades-6-12>

The Healthy Diet of Literacy



11

Duration: 1 minute

Facilitator says: When presented as a list, you may think these components are taught in isolation in a specific sequence, or that you can pick and choose from this list. That’s not the case. Instead of thinking about these components as a “literacy grab bag of options,” instead let’s think about them as an integral part of what we call a “healthy diet” in literacy – they are all necessary and they all work together. It’s also important to point out that this isn’t a linear sequence. Each gear moves every other gear – for example, a focus on academic vocabulary can support students in reading complex text. Similarly, closely reading complex text is a way to support students in developing their academic vocabulary.

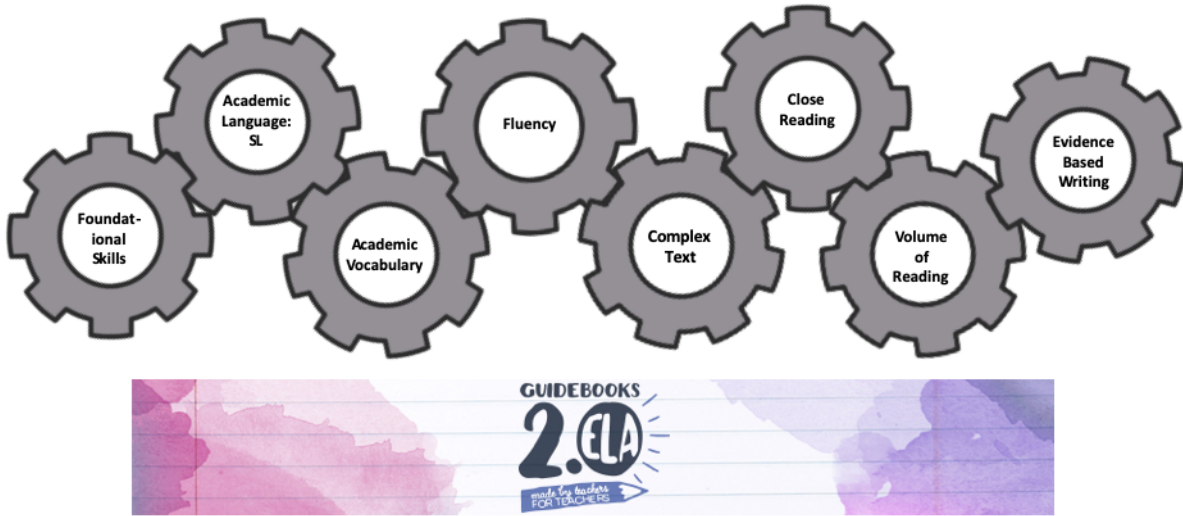
Key Point: There are many essential and interconnected components of literacy instruction that our students must receive in order to reach the ELA goal and to succeed in college and careers.

Important to Note: “foundational skills” are not addressed whole group through the Guidebooks, but they are an essential component of literacy. Also important to note that while the standards explicitly address foundational skills in grades K-5, middle

school and high school students must have a strong set of foundational skills in order to engage in the other components. Students in grades 6-8 who are lacking these foundational skills will require intervention.

Image Source: Public Domain

How are these components addressed in the Guidebooks?



12

Duration: 1 minute

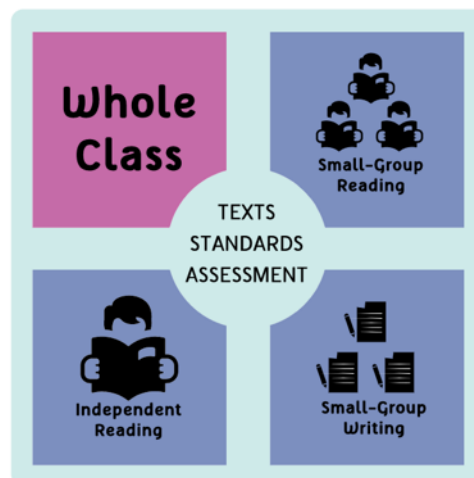
Facilitator says: Now, let's start to unpack where and how these components are addressed through the ELA Guidebooks....

Key Point: There are many essential and interconnected components of literacy instruction that our students must receive in order to reach the ELA goal and to succeed in college and careers. The Guidebooks are designed to address most of these components!

Image Source: ELA Guidebooks, Public Domain

Guidebooks 2.0

- Guidebooks 2.0 curriculum is designed for whole-group instruction
- Lessons are built around complex texts
- Lessons target grade-level standards for reading, writing, speaking and listening, and language



13

Duration: 3 minutes

Facilitator says: The lessons in each English Language Arts Guidebooks 2.0 unit are meant to be taught during whole-class instruction. During this time, all students should meet grade-level standards for reading, writing, speaking and listening, and language with complex texts. Even if their skills are not always at grade level, students are capable of thinking at grade level. Thus, whole-class instruction provides a space for students to think about meaningful text, talk with other students to develop and refine their thinking about text, and write about their knowledge and understanding of text. (*Source: Guidebooks Overview*)

Facilitator says: These whole-group lessons are designed to take 45-50 minutes. The remaining time should be allocated for small group reading and writing, as well as accountable independent reading. Please remember to consider these elements through two lenses: How do these elements shape your own teaching and modeling of instruction, and how will you stress these elements to your mentee?

Key Point: There are many essential and interconnected components of literacy instruction that our students must receive in order to reach the ELA goal and to succeed in college and careers. The Guidebooks are designed to address most of these components!

Important Notes:

- Point out that foundational skills are not addressed in the Guidebooks because in grades 6-8, these should be addressed through small group instruction and intervention.
- Small-group reading and writing instruction should be used to support student needs that cannot be met during whole-class instruction. For instance, students lacking foundational skills would receive targeted instruction to address their specific gaps, such as phonemic awareness or fluency, etc.
- Sample schedules and pacing suggestions can be found in the Guidebooks Overview doc: <https://learnzillion.com/resources/134197>

Image Source: ELA Guidebooks

Source: <https://learnzillion.com/resources/81666-english-language-arts-guidebook-units>

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Close Reading vs. Volume of Reading

There are two main approaches the ELA Guidebooks 2.0 take to support students in reaching the ELA goal:

- 1) Close Reading
- 2) Volume of Reading

Independently:

- **Study** the comparison chart in your handout (p. 6).
- **Craft** a one-statement summary describing each approach

14

Duration: 5 minutes

Facilitator says: The Guidebooks take two main approaches in working towards the ELA goal: “close reading” and “volume of reading.” In your handouts ([packet p. 9](#)), there is a comparison chart that explains the main features of each approach. To explore the differences between close reading and volume of reading, please take 2-3 minutes to review the comparison chart and write a one-statement summary describing each approach.

Facilitator does: Give 2-3 minutes of independent work time. Afterwards, invite a few participants to share their one-statement summaries of each approach.

Facilitator says: Now that we better understand each approach, let’s discuss: what are some of the key differences between these two approaches?

During the debrief, look for and emphasize these key differences as needed:

- Amount of support (“volume” requires light support vs. heavy support required for “close reading”)
- Level of text complexity (“volume of reading” texts are typically less complex while “close reading” texts are highly complex)

- Length of text (“volume” of reading is more pages vs. the very short texts/excerpts used for “close reading”)

Key Point: Close Reading (engaging in multiple reads of short, complex texts with heavy teacher support) and Volume of Reading (reading a wide range of texts at varying levels to build knowledge and a love of reading) are the two main approaches included in the Guidebooks. Together, these approaches support students in reaching the ELA goal.

Important Note: The content from the “comparison chart” found in participant handouts for this activity is listed below.

- *Close Reading:* 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
- *Volume of Reading:* 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

Important Note: Participants may have questions about when all of the other types of reading instruction comes into play within the Guidebooks. It is important to share that since the Guidebook lessons are designed for whole class instruction, these two approaches are most common and most effective in that setting. This is not to say that other forms of reading instruction are not important – time allocated for small group instruction, etc. should be used strategically for these purposes. Also, as we’ll talk about later, “close reading” and “volume of reading” are just two ends of the spectrum of reading instruction – there is a lot that lies in between that *is* included in Guidebook lessons.

Close Reading vs. Volume of Reading

- 1) **Close Reading** supports students in reading and understanding complex, grade-level texts through multiple, scaffolded readings of a complex text.
- 1) **Volume of Reading** supports students in building knowledge of the world and a love for reading through a variety of texts at different levels and in different formats.

Duration: 1 minute

Facilitator says: On the screen you'll see two sample summary statements describing close reading and volume of reading. You'll notice that they highlight the key differences we discussed, including the amount of support required and the complexity of the texts.

Facilitator does: Provide time for participants to read the sample summary statements, or ask a volunteer to read them aloud. As needed, prompt participants to compare their summary statements with those on this slide. Emphasize that in close reading the “multiple re-readings” aren't just for the sake of re-reading, but is to provide students with a different lens for each reading (i.e. each time they are going back to the text to look at different elements).

Key Point: Close Reading (engaging in multiple reads of short, complex texts with heavy teacher support) and Volume of Reading (reading a wide range of texts at varying levels to build knowledge and a love of reading) are the two main approaches included in the Guidebooks. Together, these approaches support students in reaching the ELA goal.

Important Note: You may have to spend more or less time on this slide depending on the quality and depth of your whole-group debrief on the previous slide.

Two Ends of the Spectrum



Mentor Teacher Module 5 – Secondary ELA Cohort

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Duration: 1 minute

Facilitator says: “Close Reading” and “Volume of Reading” aren’t the only two forms of reading or reading instruction. Think about these as two ends of a spectrum, with one end requiring heavy support and one end requiring very light support. In between these two ends of the spectrum you’ll find reading instruction with medium support (shared reading, read alouds, etc.). You’ll also find that not every text requires multiple readings, as in true close reading. You will find lessons in the ELA Guidebooks that fall along multiple points on this spectrum, with some requiring heavier support than others, and some that require multiple readings of the same excerpt. We will be going much deeper with both of these topics in future sessions – for now it’s just important that we have a basic understanding of these two ends of the spectrum!

Key Point: Think of Close Reading (engaging in multiple reads of short, complex texts with heavy teacher support) and Volume of Reading (reading a wide range of texts at varying levels to build knowledge and a love of reading) as two ends of a reading instruction spectrum. What “lies in between” is also important and appears throughout Guidebook lessons.

Thinking as a Mentor

As a mentor:

- 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)?

17

3 minutes

Facilitator says: On **page 10** of your handouts you'll see the questions above. Take the next few minutes to record your thoughts about these questions.

Talking Like a Mentor

At the signal, stand and find someone not at your table to partner with.

Take turns being the mentor and explain to your mentee the following:

- The difference between close reading and volume of reading
- The role that each plays in a Louisiana ELA classroom and in the Guidebooks

Provide supportive feedback to your partner to help them clarify their understand and / or word choice.

18

10 minutes (4 minutes per partner to talk)

Facilitator says: At the signal you'll stand and partner with someone you haven't spoken with yet today, someone not at your table. Together, you'll take turns explaining close reading and volume of reading and how they relate to the literacy is taught in Louisiana classrooms. Help your partner develop an explanation that is both concise and effective. Assume that the mentee has only a slight familiarity with the difference and little to no familiarity with which one underlies Louisiana curriculum.

Capture Your Learning

- What are the components of a healthy literacy diet and how are these addressed in the ELA Guidebooks?
- What are the differences between close reading and volume of reading? What does each contribute to students' literacy development?
- How will you use this understanding to support your mentee?

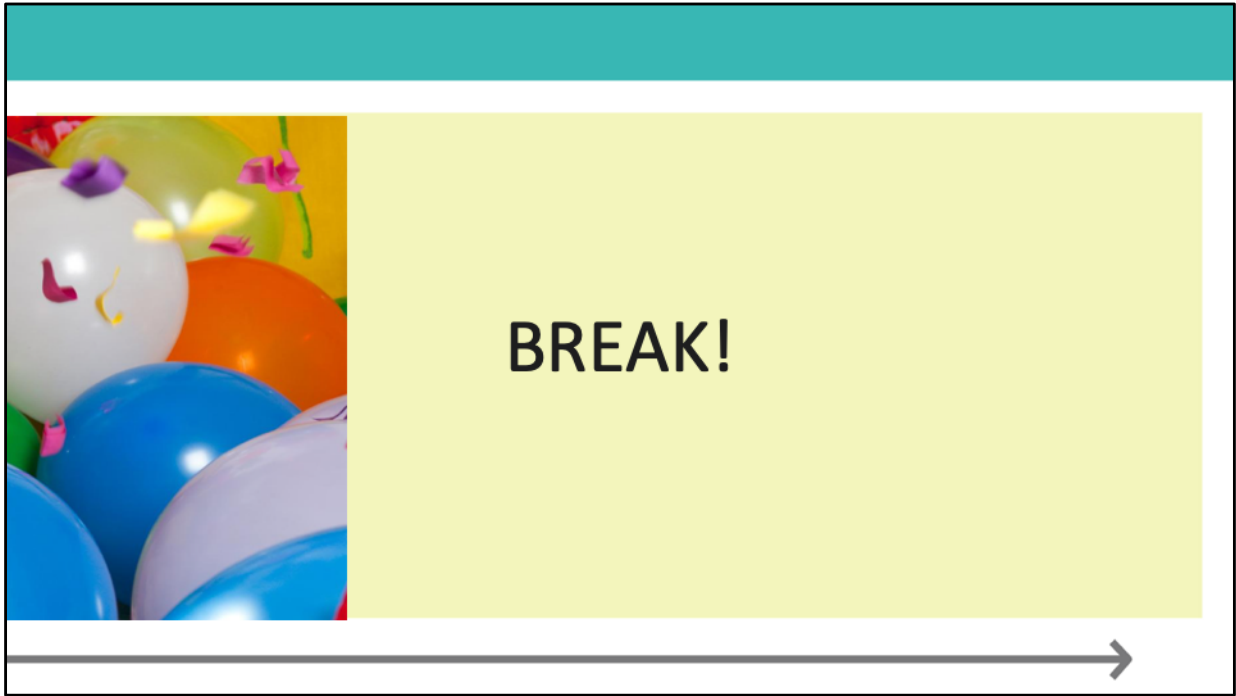
Mentor Teacher Module 5 – Secondary ELA Cohort

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Duration: 10 minutes

Facilitator says: Before we wrap up, it's important that we summarize and capture learning from today's session. Three guiding questions are written on this slide and in your handouts – please take a few minutes to write down your responses to these questions. Remember that your classroom practice will speak louder than your words, so be certain to periodically reflect on how you might refine your own teaching to more fully reflect high quality literacy instruction for all learners, as well as where and how you might need to support new teachers to embody these practices.

Facilitator does: Direct participants to their handouts ([packet p. 11](#)), where they have space to “capture their learning” from today's session. Provide time for participants to record their thinking in response to the questions on the slide.



15 min.

ELA Content

Close Reading to Build Understanding

Defining Close Reading in the Guidebooks

→

(1 minute)

Facilitator says: Let's take a closer look at Close Reading, both how it establishes scaffolding for the reading of a complex text and how the Guidebooks support your work in developing this scaffolding.

Do Now

Independently:

- Read the text in your handout.
- Review the two questions.

Discuss with a Partner:

- How do these text-based questions work together?
- How does the second question build from the first one?

22

Duration: 5 minutes

Facilitator does: Direct participants to the text and questions in the Do Now section of their handout **on p. 12**. Provide a minute of independent review time, then click to reveal the discussion prompt and have participants discuss with a partner. Afterwards, check for understanding by inviting people to share with the whole group.

Look for:

- The first question provides a scaffold for the second question. Identifying the setting of the poem (Christmas Eve, in a cozy home with stockings hung up, etc.) prepares readers to correctly identify the poet's tone.
- **Facilitator says:** Ask participants to pay attention to the ways in which Text-dependent Questions (TDQs) for complex texts differ from traditional reading comprehension questions that were used to determine whether or not students had read the text.

Reader's Circles

Reader's Circles:

A framework for supporting students in understanding complex text



23

Duration: 1 minute

Facilitator says: Reader's Circle is essentially a framework for supporting students in moving through the layers of a text to understand its meaning. This is the foundation for effective, text-based instruction and is a core design principle of the ELA Guidebooks.

Facilitator does: Gauge audience familiarity with Reader's Circles before moving on and explaining on the next slide.

Key Point: Reader's Circles are a key component of the Guidebooks. The Reader's Circle process includes multiple reads (each with a different focus) of a short, complex text. Questions/tasks are text-dependent and designed to lead students to a new and deeper understanding of a highly complex text. The goal is that by revisiting specific lines and stanzas with a purpose and pushing for text evidence, students will have "lightbulb moments" about the meaning of complex texts.

Image Source: ELA Guidebooks

What are Reader's Circles?



- Ways of breaking down the steps in the reading process to support students in reading and understanding complex texts
- Multiple readings of a text through a different lens
- Processes for making thinking explicit for students so they can transfer this process to texts they read on their own

24

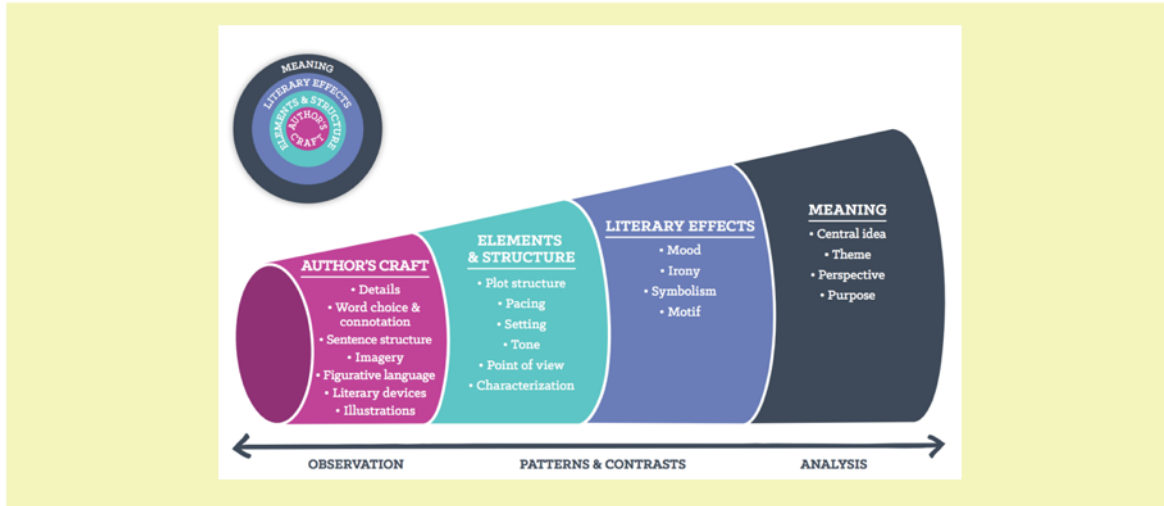
Duration: 1 minute

● **Facilitation says:** Reader's Circles are a key component of the Guidebooks. The Reader's Circle process includes multiple reads (each with a different focus) of a short, complex text. Questions/tasks are text-dependent and designed to lead students to a new and deeper understanding of a highly complex text. The goal is that by revisiting specific lines and stanzas with a purpose and pushing for text evidence, students will have "lightbulb moments" about the meaning of complex texts.

● As we discuss these Reader's Circles, remember the two lenses for our thinking: reflect upon your own practice considering ways to refine your teaching—and, in terms of your mentee's practice it might be helpful to take a diagnostic stance: What might I see in the classroom if a new teacher did not understand the importance of Reader's Circles?

Facilitator does: Paraphrase each bullet point on the slide, emphasizing that this process for close reading (through multiple reads, each through a different lens) is a core design principle of the ELA guidebooks.

Reader's Circles: Literary Texts



25

Duration: 4 minutes

Facilitator says: The simplest explanation of Reader's Circles is that each layer informs the next. We can compare them to a telescope – they help the reader focus their lens as they read a text to ultimately see and uncover the true meaning of the text.

Facilitator does: Explain each layer of the graphic above, beginning with “author’s craft.”

Facilitator says:

- *Author's Craft:* As a reader, the first layer we observe is the actual words on the page—these are what the author provides. This is what the author has the most control over, thus it is a study of Author's Craft. As we read, our brains look for patterns and notice contrasts in the details and language of a text.
- *Elements and Structure:* Each of these things come together and we begin, as readers, to draw some conclusions about those details and those words, which brings us to the next layer—Elements and Structure, where we focus our attention on the characters, plot and setting, as well as the author's point of view. Just like

with Author’s Craft, our brain is looking for patterns and contrasts, such as changes in character actions from the beginning of a text to the end—what do those changes mean?

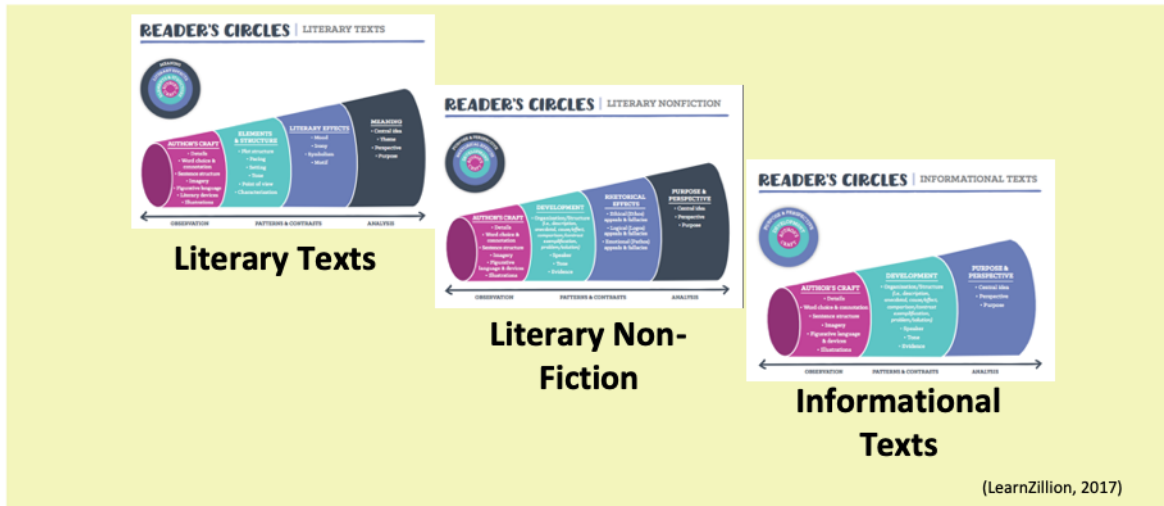
- *Literary Effects*: That leads us to the next layer—Literary Effects. This layer is where we, as readers, start making interpretations and making the story our own. This is where we apply our experiences, our background knowledge, and our feelings to find humor through irony or start making meaning through identifying symbols that have a meaning separate from the words on the page. Again, we determine what is important based on what patterns and contrasts we see—where do situations end up differently than we would expect? What could that possibly mean?
- *Meaning*: As we work through those thoughts, we start to make meaning from the text, which also informs the outermost layer of the circles, Meaning. In this layer, we, as readers, have the most control over the text. We determine theme (or meaning) and author’s purpose or perspective (to teach us the theme or to reveal some kind of point) based on the patterns and contrasts we’ve seen throughout the text in each layer of the text.

Source: TL Summit presentation (shared by Louisiana Advisors)

Key Point: During Reader’s Circles, students move through connected layers of a text. Each layer builds upon the last and provides a lens through which students can “observe” the text when working towards deep understanding. There are unique layers/process for each of the following: literary texts, literary nonfiction texts, and informational texts.

Image Source: ELA Guidebooks

Three Reader's Circles Frameworks



26

Duration: 1 minute

Facilitator says: There are different frameworks for different types of text:

- Literary texts
- Literary non-fiction texts
- Informational Texts

Facilitator says: Please make sure you download these and become familiar with them!

Facilitator does: Refer participants to the Reading Guide they should have downloaded in session 2. If needed, model for participants how to access these different frameworks:

- Unit 2 Get Started 2 Reading Guide: <https://learnzillion.com/resources/134193>
 - At the bottom of page 3 of the Reading Guide, you can download each framework.

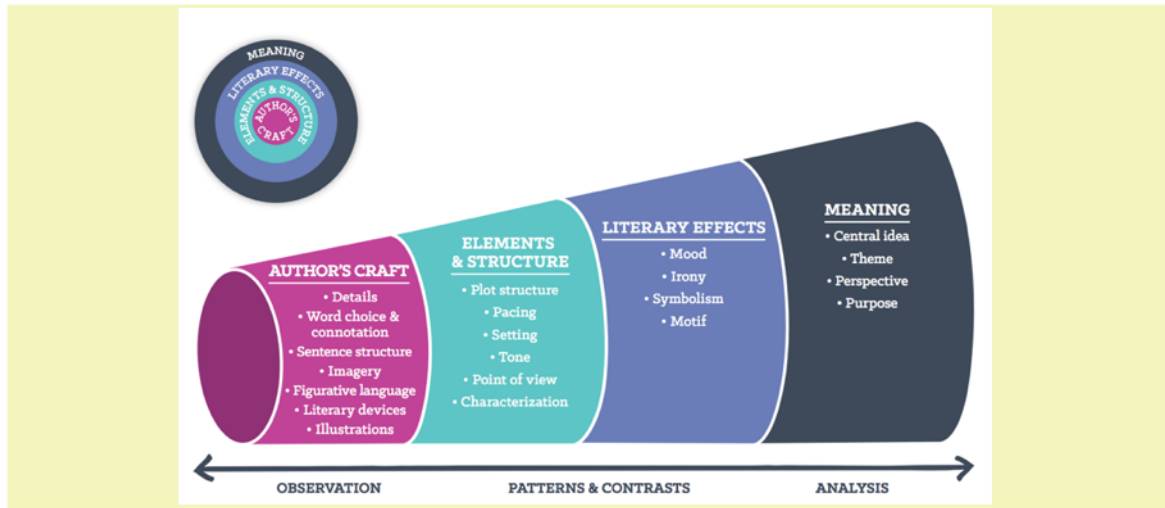
Key Point: Reader's Circles are a key component of the Guidebooks. During Reader's Circles, students move through connected layers of a text. Each layer builds upon the

last and provides a lens through which students can “observe” the text when working towards deep understanding. There are unique layers/process for each of the following: literary texts, literary nonfiction texts, and informational texts.

Image Source: ELA Guidebooks

Source: <https://learnzillion.com/resources/81666-english-language-arts-guidebook-units> Copyright © 2017 LearnZillion

Reader's Circles



27

Duration: 3 minutes

Facilitator does: Direct participants to review the Reader's Circles graphic in their handout on p. 13 and prompt them to think about how they would describe the Reader's Circles. Note that there is space in their handout beneath the graphic to jot down some of their ideas because in a moment they will be sharing with a partner.

Facilitator says: Now turn and talk: What are Reader's Circles?

Facilitator does: Invite participants to share out with the whole group afterwards.

Look for/emphasize:

- The Reader's Circles are the Guidebooks' approach to close reading
- Way of breaking down the steps in the reading process to support students in reading and understanding complex texts
- Students will engage in multiple readings of a text
- Each reading = a different lens
- Makes the thinking process explicit for students so they can transfer this process to texts they read on their own
- A move from literal to more abstract thinking

- Compare this to a telescope – helping the reader focus their lens as they read a text to ultimately see/uncover the true meaning of the text.

Image Source: *ELA Guidebooks 2.0*

Zoom in: The Story of Prometheus

Section 1 (Lessons 1-3):



Lesson 1: Summarize a Greek myth

Students summarize "The Story of Prometheus" and revise their summaries to incorporate grade-level sentence constructions.

Created by: Louisiana Department of Education



Lesson 2: Analyze vocabulary in Greek myths

Students reread "The Story of Prometheus" and work with the language to analyze how the author's word choice impacts tone and meaning.

Created by: Louisiana Department of Education



Lesson 3: Analyze characters' actions in Greek myths

Students engage in a discussion about "The Story of Prometheus" to demonstrate understanding of the text and write a thematic analysis paragraph.

Created by: Louisiana Department of Education

Duration: 1 minute

Facilitator says: Remember that in Module 2, you read and analyzed the first text in the shared unit, the story of Prometheus. Now, we'll explore how the lessons for this text use the Readers Circle to build understanding. It's important to note that in the Flowers for Algernon unit, the first three lessons are dedicated to students reading and understanding The Story of Prometheus. For our purposes, since we don't have three days to do this – we are going to modify these three lessons so you can experience the Reader's Circles with this Guidebook text in the short amount of time we have together today. Today we are going to toggle back and forth between putting on our student hat and our teacher hat. You will experience part of the Reader's Circles as a student and then immediately step out to analyze it from a teacher's perspective.

Remember that experiential learning is key to understanding our instructional choices from a student perspective. Taking the time to do—and provide—experiential learning experiences ensures that we understand how all the aspects of the ELA shifts fit together to support student understanding of complex texts. This is

important for you, as a mentor and teacher, but it will also be important for new teachers who may have experienced ELA very differently when they were students.

Put on Your Student Hat

DEPARTMENT OF EDUCATION
Louisiana Believes

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. (2)

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 lie amid the clouds on the mountain top. He was too busy for that. While the Mighty Ones 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 lying 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. (3)

"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).

Grade 8: Flowers for Algernon

Independently



- Re-read the text pp 14-18
- Look for: Which words reveal aspects of the characters?

With a Partner:

- Select a character (Prometheus or Jupiter)
- Underline three words in the text that describe the character you have chosen

29

Duration: 8 minutes

Facilitator says: Put on your student hat! We are going to experience the Reader's Circles using The Story of Prometheus just as students would based on how these lessons are laid out in the Guidebooks.

Facilitator does: Review directions – have participants re-read independently with a lens for which words reveal aspects of the characters. The stories are located in the handout on p. 14-18.

Facilitator does: After a few moments, click to reveal the next set of directions and have participants work with a partner to select one character and underline three words in the text that describe that character/reveal aspects of the personality.

Facilitator does: Invite participants to share out words they identified for each character with the whole group.

Look for:

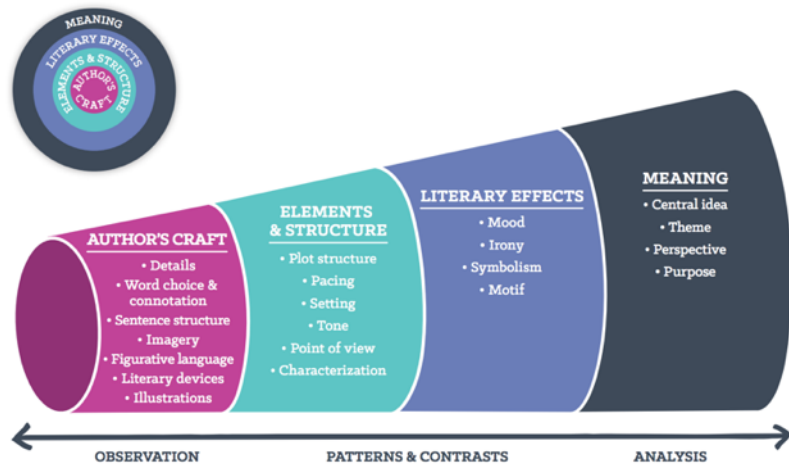
- Words that describe Prometheus: forethought, intent, hastened, and boldly

- Words that describe Jupiter: punish, puny, tyrant, or distress

Image Source: Public Domain

Let's Discuss!

What did this journey through the first layer of the Reader's Circles help you understand about the text?



30

Duration: 3 min

Facilitator says: Now step out of your students' shoes and put your teacher hat back on. Think for a bit about the experience you just had. What did this journey through the first part of the Readers Circle help you understand about the text?

Why is this important for new teachers? Where do you think they will struggle? How will you support them?

Facilitator does: Invite participants to share out with the whole group.

Look fors:

Image Source: ELA Guidebooks 2.0

Put on Your Student Hat

Discuss with a Partner:



- 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?

31

Duration: 4 minutes

Facilitator says: Put your student hat back on, let's continue our journey through the Reader's Circles!

Facilitator does: Direct participants to these questions in their handout on p. 19 and the space provided to record the notes from their discussion.

Look for:

- Jupiter refuses to give humans fire because he is afraid of losing control. Jupiter fears that humankind will gain knowledge and take over the Mighty Ones. This reveals that Jupiter is worrisome and not overly confident. He also is lazy and is squandering everything.
- Prometheus is upset that humankind is in such a bad condition. He remembers what it was like when Saturn was king of the gods, and Jupiter, the tyrant, is ruling in a way that is ruining humankind. Prometheus wants to help humans and return happiness/health to them. It shows he detests the laziness of the gods and is caring and protective of the humans.
- Humans benefit from Prometheus's decision to defy Jupiter. They gain fire and

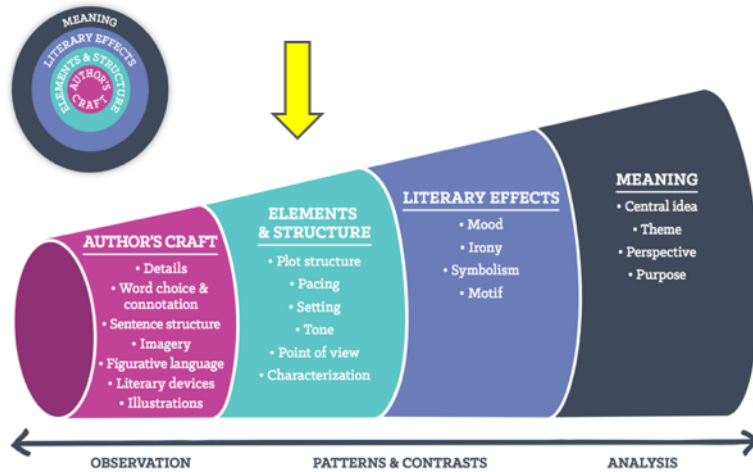
Prometheus teaches them how to cook and protect themselves and make tools.
They become more civilized and happy once again.

Source: ELA Guidebooks 2.0

Image Source: Public Domain

Let's Discuss!

- How did this part of the journey build on your understanding from the first circle?
- What did this journey through the second circle help you understand about the text?



32

Duration: 4 minutes

Facilitator says: Now step out of your students' shoes and put your teacher hat back on.

Facilitator does: Review reflection/discussion questions and have participants think-pair-share before discussing as a whole group.

Look for:

- In the first circle we attended to specific words the author used to describe characters. This part of the journey builds because we begin to analyze character motivations and their impact on the plot more deeply.
- These questions in the second circle help us understand the characterization of both Prometheus and Jupiter. It also helps us understand how both characters' actions impact the humans.

Image Source: ELA Guidebooks 2.0

Put on Your Student Hat

Discuss with a Partner:



- What is Jupiter's punishment for man?
- What does it symbolize?

Use evidence from the text to support your thinking!

33

Duration: 4 minutes

Facilitator says: Put your student hat back on, let's continue our journey through the Reader's Circles!

Facilitator does: Direct participants to these questions in their handout on p. 20 and the space provided to record the notes from their discussion.

Look for:

- Jupiter's anger and fear after he realizes what Prometheus has done leads him to seek revenge. He develops a clever plan to ruin the happiness of humankind forever. He creates a beautiful woman, Pandora, and sends her to earth with a box. He tells her not to open the box, but her curiosity leads her to open it anyway. In doing so, she releases pain, worry, and death, into the world. Only Foreboding stays inside, which allows humans to maintain some happiness.
- The punishment symbolizes the dangers humans encounter when they upset the natural order of things. Humans are ultimately flawed, and Pandora's box represents what results when humans try to gain control or knowledge of the gods when they have no claim to either.
- Possible evidence:
 - "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."
 - "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

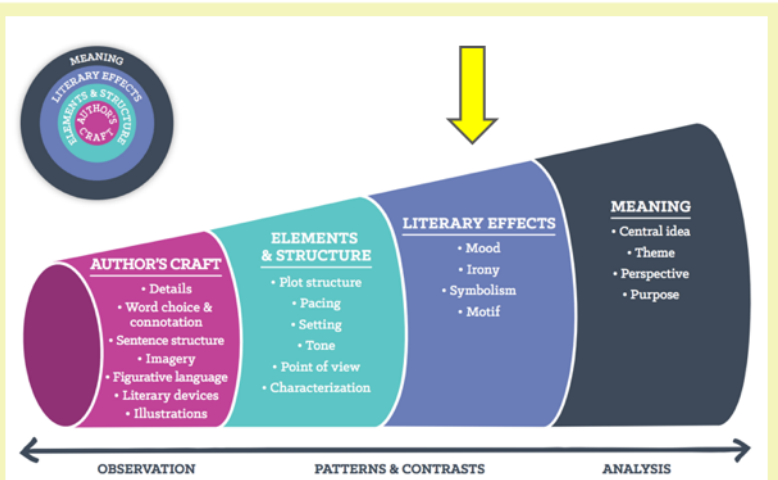
had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.”

Source: ELA Guidebooks 2.0

Image Source: Public Domain

Let's Discuss!

- Where are we now in our journey through the Reader's Circles?
- How does this lens help you deepen your understanding of the text?



34

Duration: 4 minutes

Facilitator says: Now step out of your students' shoes and put your teacher hat back on. Let's start by thinking about where we are in our journey through the Reader's Circles. Which circle are we in? How do you know?

Facilitator says: Now let's consider what you might observe in the classroom if a new teacher skipped directly to the effects level. How might students' ability to analyze at the effects level be compromised? What might this look like to an observer?

Look for:

- We are in the third circle (Literary Effects) and we know because the question is prompting us to think about symbolism in the text.
- By analyzing the symbolism of Pandora's box and the punishment in general, we are set up to access the text's theme about human nature and the world.

Facilitator does: Click to reveal yellow arrow and confirm/clarify as needed.

Facilitator does: Ask the last question on the screen and invite participants to share

their thinking with the whole group.

Put on Your Student Hat

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?

→ 35

Duration: 4 minutes

Facilitator says: We are almost done with our journey through the Reader’s Circles. With your partner, discuss this final question about the text. Be sure to give evidence from the text to support your reasoning.

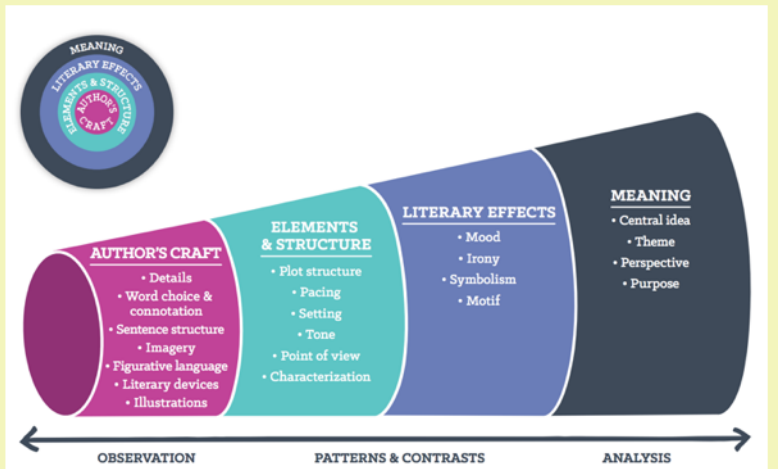
Facilitator does: Direct participants to these questions in their handout on **p. 21** and the space provided to record the notes from their discussion.

Look for:

- The quotation reveals that Jupiter doesn’t want good things for humans and that he is really weak. He is only considered “mighty” because he keeps humans poor and ignorant. Jupiter fears the humans gaining fire because he knows once they have knowledge and health, he will no longer have power. Jupiter resorts to tricks to keep the humans from gaining knowledge.
- Evidence will vary, but all claims must be supported by details or quotes.

Let's Discuss!

- How does this question bring us to the 4th circle?
- How has our journey helped us arrive at the central idea of this text?



36

Duration: 5 minutes

Facilitator says: Now step out of your students' shoes and put your teacher hat back on. Take a moment to discuss these two questions at your table groups.

Facilitator does: Provide discussion time, then invite 2-3 participants to share out with the whole group.

Look for:

- This question brings us to the 4th circle because it pushes us to think about the text's broader meaning.
- The first layer was critical because without a literal understanding of the author's words, we cannot analyze deeper meaning. Our analysis of characterization and the symbolism of their actions in layers 2 and 3 helped us arrive at this central idea by giving us the opportunity to compare Jupiter's tyranny with Prometheus's empathy and desire to help. The contrast between these characters and the impact of their actions reveals this central idea.
- **Facilitator says:** And again, consider what you might see, in terms of student

behavior, if a new teacher either skipped directly to questions about meaning or skipped there too quickly. Turn and talk to a partner about what you might observe.

Image Source: ELA Guidebooks 2.0

What does this look like in the Guidebooks?



- Students will be taken on a “journey through the circles” to help them build a strong understanding of complex texts
- **The journey doesn’t always look the same!**
 - Sometimes this journey happens over the course of a few or several lessons
 - Sometimes it happens over the course of an entire unit

37

Duration: 3 minutes

Facilitator says: The reading instruction in the Guidebooks uses the Reader’s Circles as a foundation. Students will always be taken on a “journey through the circles” to help them build strong understanding of the complex text they are reading.

You might be wondering...will the journey through the Reader’s Circles in these Guidebooks always look the same?

Facilitator does: Click to reveal the next set of bullets.

Facilitator says: NO.....The journey through the Reader’s Circles will look different. That will depend on:

- the grade level
- the text itself
- the purpose for reading the text

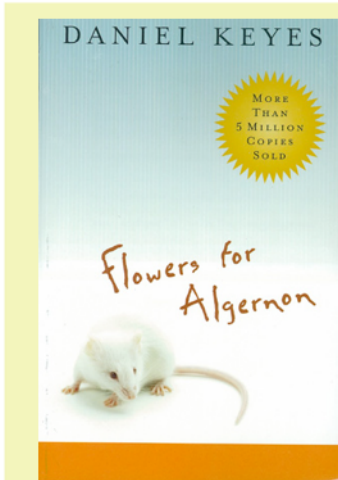
Facilitator says: You may see this journey unfold over a few or several lessons, or even over the course of an entire unit when it comes to the anchor text. It’s

important to point out that you won't necessarily see this journey from start to finish (i.e. moving through all 4 circles) in a single lesson! Since many supplemental texts in our units have multiple reads and multiple lessons, you will see this journey unfold throughout a sequence of lessons.

Although it will look different depending on the grade level, text, and purpose, students will **always** be taken on a “journey through the circles” to help them build **strong understanding** of the complex text they are reading. Think of these reader's circles as a framework, a guiding principle – not a rigid set of rules!

Image Source: ELA Guidebooks 2.0

Explore the Reader's Circles in the Guidebooks



Work with your Table Group:

- **Review** the sequence of lessons designed around the anchor text “Flowers for Algernon”
- **Discuss:** What evidence do you see of the Reader’s Circles throughout this sequence of lessons?

38

Duration: 8 minutes

Facilitator says: Now that we’ve seen what this looks like with a single supplemental text, let’s explore what this looks like when the journey unfolds throughout an entire unit to deepen understanding of the anchor text.

Facilitator does: Review directions Use handout pages 22-36 . Circulate during work time. Facilitate whole group debrief afterwards.

Look Fors:

- Lesson 4: 1st circle - Author’s Craft (details and word choice – identify words that describe Charlie)
- Lessons 10-11: 2nd circle – Elements and Structure (characterization – deepening understanding of Charlie’s character)
- Lesson 12: 2nd circle – Elements and Structure (plot structure – analyzing how the structure of the text organized in progress reports reveals aspects of Charlie’s character and unfolds the plot)
- Lessons 13 and 15: 3rd circle- Literary Effects (analyze irony in the text)
- Lessons 23 and 24: 4th circle - Meaning (determine a theme and analyze its

development over the course of the text)

Capture Your Learning

- 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?

39

Duration: 12 minutes

Facilitator says: Before we wrap up, it's important that we summarize and capture learning from today's session. Please take a few moments to reflect on these two questions and record your responses in the space provided in your handout.

Facilitator does: Direct participants to their handout on [p. 37](#), where they have space to "capture their learning" from today's session. Provide time for participants to record their thinking in response to the questions on the slide.

Back to Assessment Artifact Work...

Return to the unit and text that you chose for your submission in **Reading Complex Grade-Level Texts** Competency

Access the Bloomboard site and review the third part of this requirement:

Consider the Reader's Circle graphic to identify what knowledge and skills you plan to teach with the text.

Be sure you use the appropriate graphic for your text type.

Review Requirement #2 and the scoring rubric on page 3:

Align existing TDQs to the Reader's Circles

Develop additional TDQs to build understanding using the Reader's Circles



45 minutes

Facilitator says: Now you'll have time to continue working on the artifact you started yesterday. Using that same text, today you'll be gaining a working understanding of Reader's Circles and text dependent questions while completing another part of your submission. We encourage you to work with a partner or with a team and to work collaboratively. This is a learning experience as well as an opportunity to make substantial progress on your submission. There is a space in your handout for your notes.

Facilitator does: Circulate during work time encouraging both productive struggle and written progress. The more work they do in class, the less daunting these tasks will seem when they are back home working on their own. A diligent effort over these two days would have these segments fully drafted.

Thinking Like a Mentor...

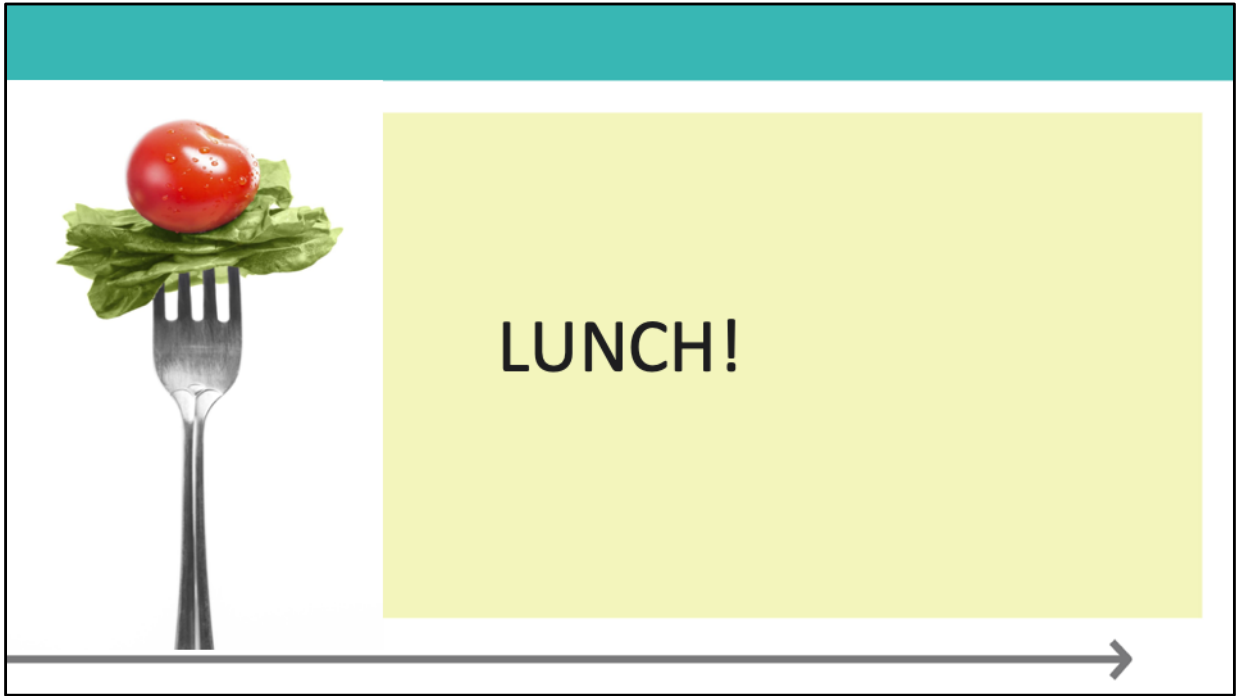
Reflect on your new conscious competence:

- List your insights, ah-ha's, new understanding about reader's circles
- Record notes about how you will use this as a mentor and how you will build your mentee's understanding and implementation

5 to 12 minutes depending on time remaining before lunch.

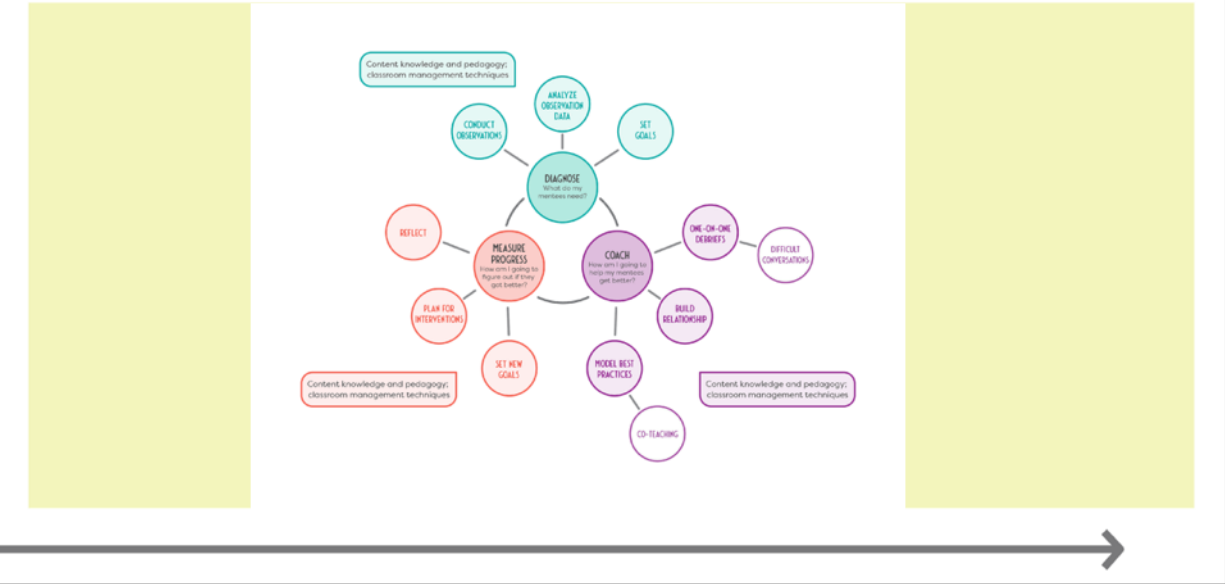
Facilitator says: Just as we did yesterday, we now want to consider how this activity or something similar might help our mentees. In the space on **page 40** spend the next 3 minutes writing down your insights, ah-ha's, and new understandings from the process of using Reading Circles to consider scaffolding of instructions and the writing of TDQs. Let's do this part silently and independently so we fully tune in to our own thoughts.

Now please share with your table group your new conscious competence awareness regarding Reading Circles and TDQs and how they help with your mentoring.



45 min.

The Mentoring Cycle



Duration: 30 seconds

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

Module 5 Afternoon Outcomes



- Write a clear and concise coaching plan that enables you to plan interventions aligned to mentee goals.

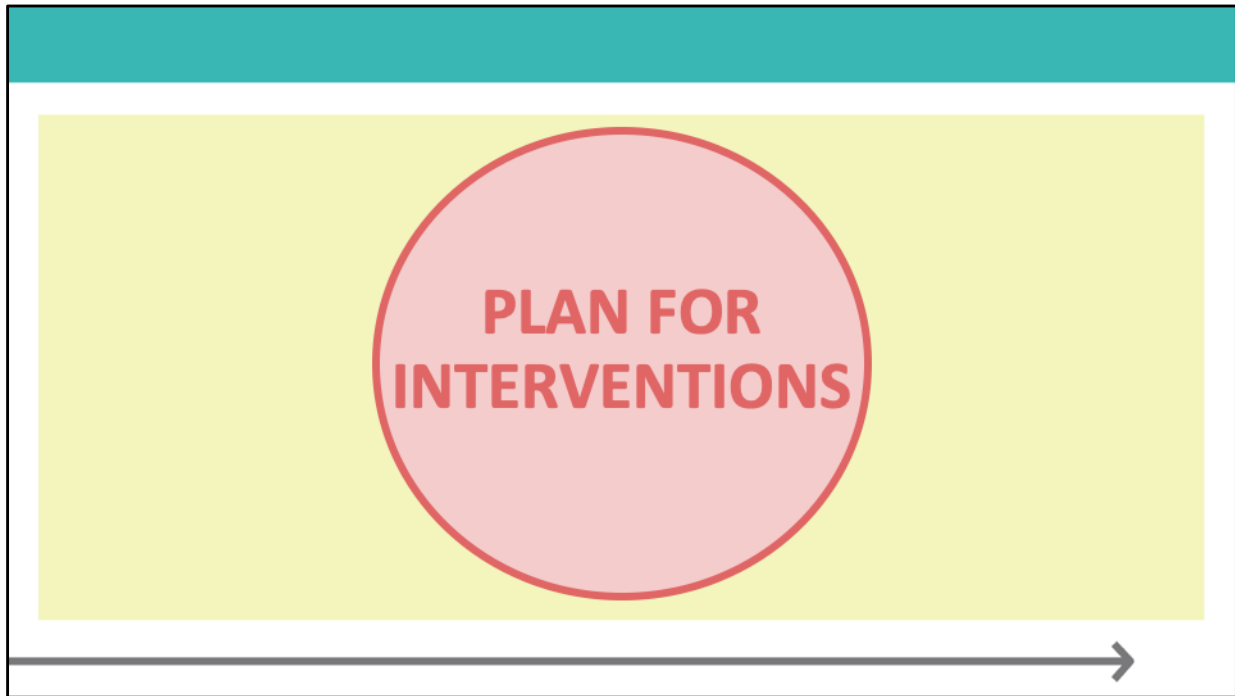


- Model best practices through co-teaching.

44

• **Duration:** 2 minutes

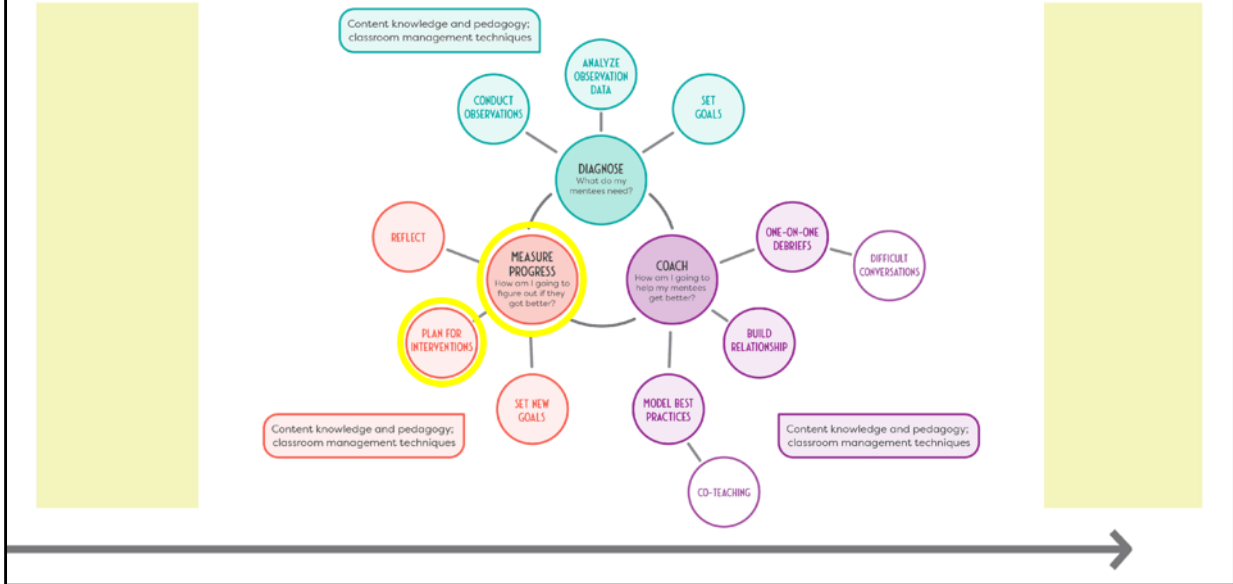
• **Facilitator says:** During this afternoon, we will focus on two mentoring outcomes.
[read slide]



Duration: 30 seconds

- **Facilitator says:** In Module 4, we learned how to plan for interventions. We practiced writing a coaching plan in which the intervention was modeling. 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.

The Mentoring Cycle



- **Duration:** 30 seconds
- **Facilitator says:** Remember what we discussed yesterday 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:** So we'll start by quickly reviewing the first component, clarifying the new learning.

Identify Learning Priorities By Considering...

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



Duration: 1 minutes

Facilitator Says: Remember, 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. 41 of your handout.

“What Is My Mentee Going to Need to Learn?”

SMART goal: *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.*



Duration: 3 minutes

Facilitator says: 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. As I read this goal, I think “what is this mentee going to need to learn in order to meet this SMART goal?”

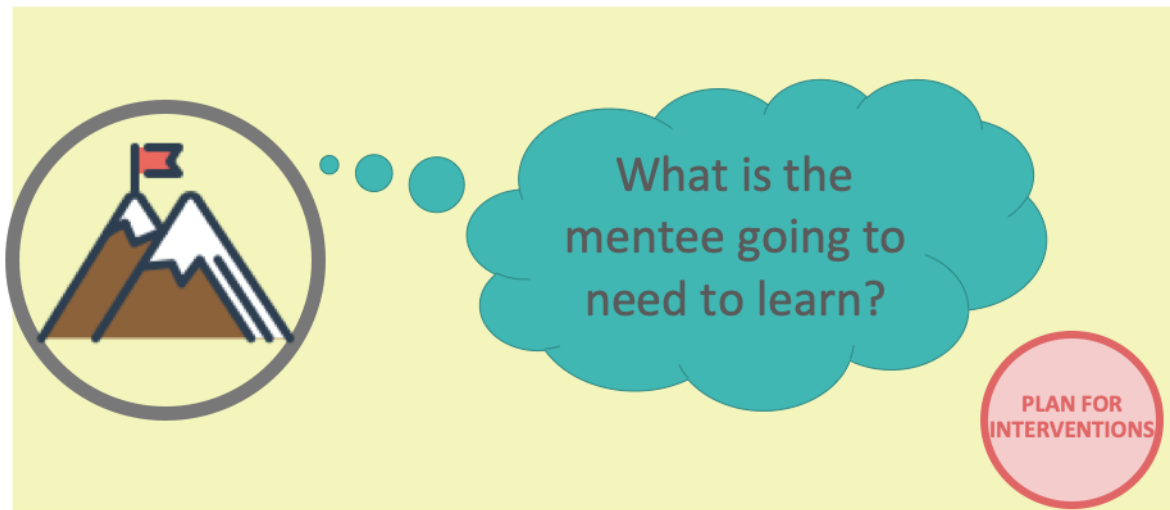
Facilitator does: Read goal

Facilitator says: So let me think about the content we learned this morning. This is where I’m going to need to use 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 is my mentee going to need to learn in order to meet this SMART goal?

One think I think they’ll need to understand that all of the questions and multiple reads within the unit are for the purpose of building students’ understanding of a specific topic, concept, or idea and that the writing task

challenges students to use their newly developed understandings.

Clarify the Learning Priorities



Duration: 5 minutes

Facilitator says: So now it's your turn to try this. On pg. 41 in your handouts you'll see the SMART goal from the previous slide. With your table, take 2 minutes to discuss what else you think the mentee would need to learn in order to meet the goal. You can take notes in the box next to the goal.

Facilitator does: Circulate and support as needed. After 2 minutes, ask tables to share out other examples of learning the mentee would need to engage in for the example SMART goal, in the areas of content and practice.

Note: Some expected responses for this SMART goal that you should share if they are not shared:

- How to read and analyze a grade level text to identify elements that will challenge students

- How to use the reader's circles to understand how to create and scaffold TDQs to guide multiple reads of the text

- How to craft effective TDQs

How to create exemplar responses with text evidence

The importance of students consistently using text evidence in both written and oral responses

The importance of background knowledge for students reading of grade level texts

How to facilitate students ability to connect background information with a more complex text

How different types of background knowledge impact a students' ability to understand text (i.e. vocabulary, life experiences, etc

Learn how to look for those anticipated student responses while facilitating a task

Learn how to respond to what students' responses, including those that are inaccurate and incomplete, during class discussions

Learn how to assess student understanding from verbal responses

Note: These last few points are very important to bring up as they directly relate to the activities that would happen while the mentor and mentee are co-teaching the lesson together

Facilitator Says: So as you can see, there are quite a few things the mentee might need support with. While all of the things we mentioned are needed in order to meet that goal, it is okay to zero in on one rather than trying to weave all of them into the coaching plan - it's better to be focused and make progress than to try to do everything and not accomplish anything because it's too much to tackle.

Mentor Learning Before Mentee Learning



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

Consider: What does the mentor need to know and be able to do to support the mentee?

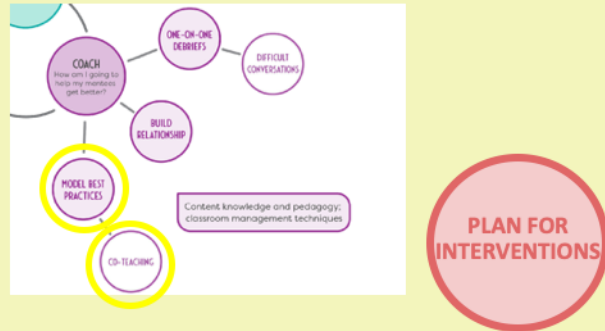
Plan: Timing and resources to support your learning.



- **Duration:** 2 minutes
- **Facilitator says:** Remember, mentor learning precedes mentee learning just as mentee learning precedes student learning. It is all part of the continuous learning and improvement process.
- **Facilitator says:** Remember, 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.

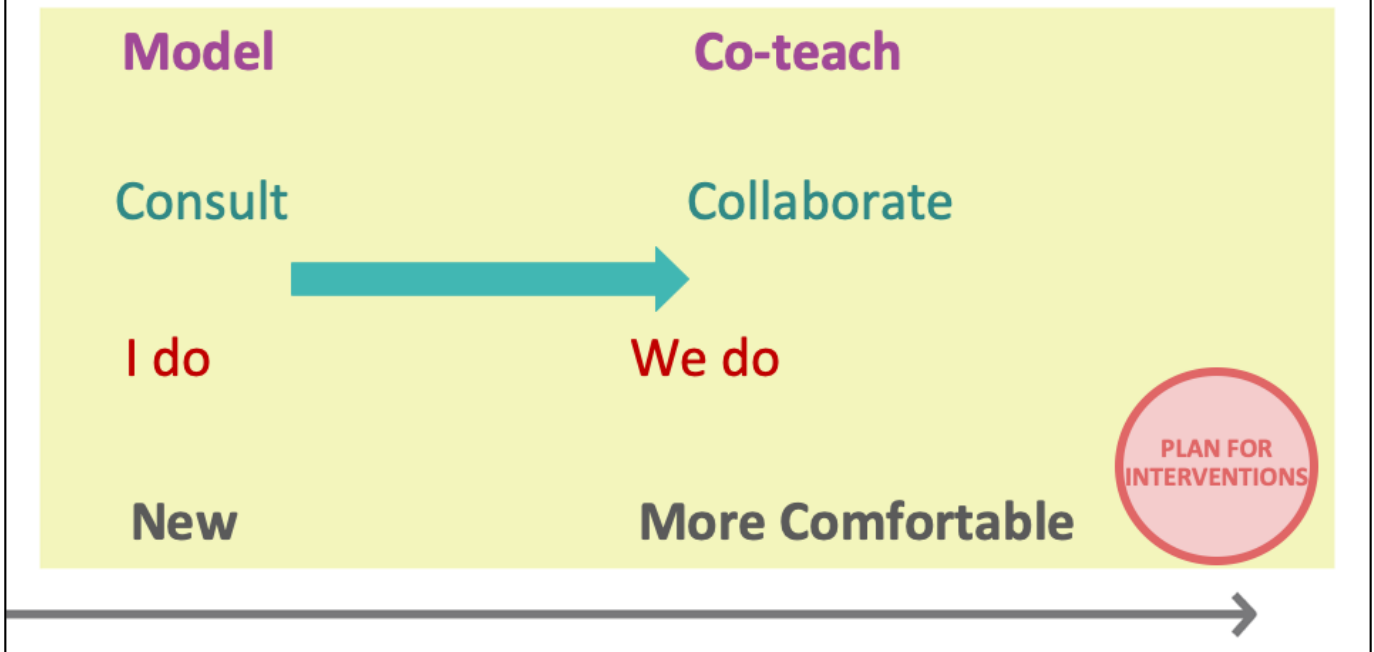
Plan for Interventions: Three Key Components

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



- **Duration:** 1 minute
- **Facilitator says:** Remember, next we align the intervention method - modeling or co-teaching.

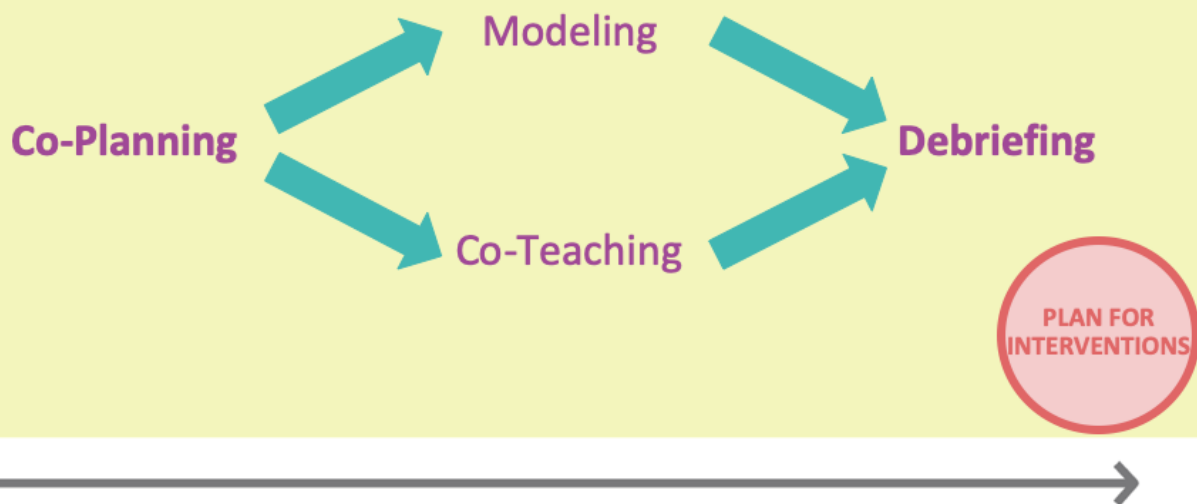
Which Method Aligns Best?



- **Duration:** 2 minutes
- **Facilitator says:** As we introduced yesterday, the two methods in your mentoring cycle are modeling and co-teaching. Modeling is about the consultant mentor stance. It's an "I do" for the mentor and is used sparingly, only when the mentee is new to something. Co-teaching is about the collaborate mentor stance. It's a "we do" for the mentor and mentee and is used as soon as the mentee is comfortable to try something out. 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. 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 says:** Mentors use co-teaching to demonstrate growing confidence in mentees and support achievement of their SMART goals.

- **Facilitator says:** For the purpose of today, we are assuming the mentee is ready for co-teaching.

Both Methods Involve...



Duration: 1 minute

Facilitator Says: And of course both methods involve co-planning and debriefing.

Co-Teaching: What have you experienced?

Think-Pair-Share: What key points do you know regarding co-teaching?

- Two teachers working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction as well as the physical space (Bacharach, Heck, & Dahlberg in Murphy & Scantlebury, 2013)
- Co-planning, co-teaching, & co-reflecting
- Use when mentee is ready to practice in small segments with support



- **Duration:** 10 minutes

● **Facilitator says:** Take 1 minute to jot down some ideas or key things you know regarding co-teaching. After 1 minute you'll pair up with a shoulder partner to share and add to your notes.

● **Facilitator does:** gives 1 minute of quiet work time followed by 2 minutes of shoulder partner share time. Invite a few participants to share out with the whole group encouraging those who have ever done a co-teach to share their experiences with the group.

● **Facilitator says: (animate the slide to reveal key points - elaborating more on those that did not come up during the whole group share).**

- We define co-teaching as two teachers, like a mentor and mentee, working together with groups of students - sharing the planning, organization, delivery, and assessment of instruction as well as the physical space.
- Also, much like model teaching, the three main steps include planning, teaching and debriefing or reflection, but all are done collaboratively - whereas when we talked about modeling in the previous module the mentor takes on a more direct, consultant type role.

- We want to use co-teaching 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.

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**

Team Teaching

- Jigsaw
- Whisper-in
- Teach, pause, discuss
- Share roles

PLAN FOR INTERVENTIONS

Duration: 8 minutes

Facilitator says: There are a variety of types of co-teaching. When using co-teaching as a mentor strategy, it's hard to tell who the mentee is and who the mentor is, because both are engaged and involved partners in the delivery of the lesson. Co-teaching is a really exciting mentoring practice because there are so many different variations that you can use based on your mentee's needs.

Facilitator does: Read left box.

Facilitator says: Today, we're going to specifically discuss Team Teaching as a method for intervention for supporting your mentee. (Participants may take notes on page 42 of their handout)

Facilitator does: Animate right box.

Facilitator says: So team teaching is an excellent mentoring method because both of you are right there together, trying things out together and learning together. This allows you to be right there supporting when your mentee

tries something out, and allows them to see you up close and be involved when you try something out.

The first type we're going to discuss is the "jigsaw" type of co-teaching. When you "jigsaw," you and the mentee will break up the lesson into parts and each of you will take the lead on some of the parts. When you are not the lead, you are sitting right there supporting the lead. If a mentee isn't brand new to something but still isn't very comfortable, you can take the more "meaty" parts of the lesson that require more heavy lifting, while the mentee takes the parts they are comfortable with. Or, if the mentee is ready for a challenge, you can take the other parts of the lesson off of their plate, allowing them to focus on the part they really want to push themselves with. You'll ask your mentee, "what would you like to do, and what would you like me to do?"

The second is the "whisper-in." When you do this, you'll be sitting right next to your mentee while they're teaching, ready to give them some tips on the spot. You may have suggestions with real-time problem-solving, clarifying vocabulary, supporting student engagement, or adjusting the pacing of the lesson to better align with the needs of the students.

The third is "teach, pause, discuss." In this type, you or the mentee will be taking the lead with teaching. At predetermined spots OR in the moment based on need, you or the mentee can "pause" the lesson, giving the two of you time to discuss what's happening, before resuming the lesson. This is most effective when one of you notices something and you want to pause and address in the moment.

The last is "share roles." As you know, there are a many different roles a teacher has to take in any one lesson - all at the same time. You can be side-by-side with the teacher, with both of you taking on different roles in the lesson. For example, one of you may be leading a discussion while the other creates a chart of student responses. This is a nice one because you can be right there ready to support the mentee while they're teaching!

Plan for Interventions: Three Key Components

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



- **Duration:** 1 minute
- **Facilitator Says:** And then, once we've clarified the new learning and aligned the intervention method, we write the coaching plan.

What Could the Learning Look Like with the Method?

Learning the
mentee needs
to engage in



Chosen
intervention
method



- **Duration:** 1 minute
- **Facilitator says:** Remember, this means planning what the learning could look like with the chosen method.

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



Duration: 2 minutes

Facilitator Says: Then, you'll turn those ideas into a clear and concise coaching plan. The plan should simply state what intervention you'll use to support your mentee, and when. The most useful mentee coaching plans have the components you see on this slide. Because you are full-time teachers taking on mentoring as a leadership role, our mentee coaching plans err on the side of being more simple than a coaching plan a full time coach might put together. You can see several mentor coaching plan templates on starting on page 43 of your handouts. One has been started for you - we'll use that one today during the session. The others are blank - those are for you to bring back to your school to photocopy and use with your mentee - or, if you find yourself being ambitious during our practice today, you might use up a couple of the blanks as well as you practice writing your coaching plan.

Facilitator Does: Read slide

Try It Out: A Practice Coaching Plan

Mentor Coaching Plan

Mentee SMART goal(s)

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

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

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

Louisiana DOE Mentor Teacher Training, Module ... 4

PLAN FOR INTERVENTIONS

Duration: 10 minutes

Facilitator Says: So let's try it out. We're going to return to our example scenario - today's mentee who is using her preparation with the text, TDQs, and the reader's circles to address student needs and struggles during instruction.

Using the started coaching plan template on pg. 43, you are going to meet up with your 3:00 partner to try out writing out a coaching intervention plan.

Because this is practice, just like yesterday, you'll have the freedom and flexibility to discuss and try out some different formats in your plan in the areas we discussed yesterday of location, time, "bite size," and size of group. Remember, we're staying focused on responding to student responses and co-teaching, but the other variables are things that you can vary. Focus today on extending this coaching plan beyond the listed activity. What will come next? And after that? And so on. Also remember to always include co-planning and debriefing before and after every time you would be in the classroom.

You'll have 8 minutes to try writing a coaching plan out. Go ahead and find your partner, find a comfortable spot for the two of you to work and get started. You should bring your handouts and any other materials you may need with you as you

work. When you first sit down, take a minute to read through the example that has been completed for you. Then, discuss together - what would you write to continue this plan, focusing on co-teaching?

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 2 minutes of this section to share out any of these noticings you make. **For the purposes of this SMART goal, you should see that the mentors have planned to engage in anticipating student responses while co-planning, while co-teaching, AND while debriefing the co-taught lesson.** Since this is their second time practicing writing a coaching plan, you will hopefully see participants who have used some of the blank sheets as well and planned out several cycles of co-planning, co-teaching, and debriefing. If so, share those. This is what we would hope to see in reality, as it usually takes several times before a mentee starts to become comfortable with a teaching practice. Emphasize to participants that they can modify the coaching templates back at their schools to make them as long as they need them to be! In the real world, they may even start out with a few ideas and then add onto it once the plan is underway!

Reflect: Cumulative Learning

- Yesterday I ...
- Today I ...
- Now I ...



● **Duration:** 3 minutes

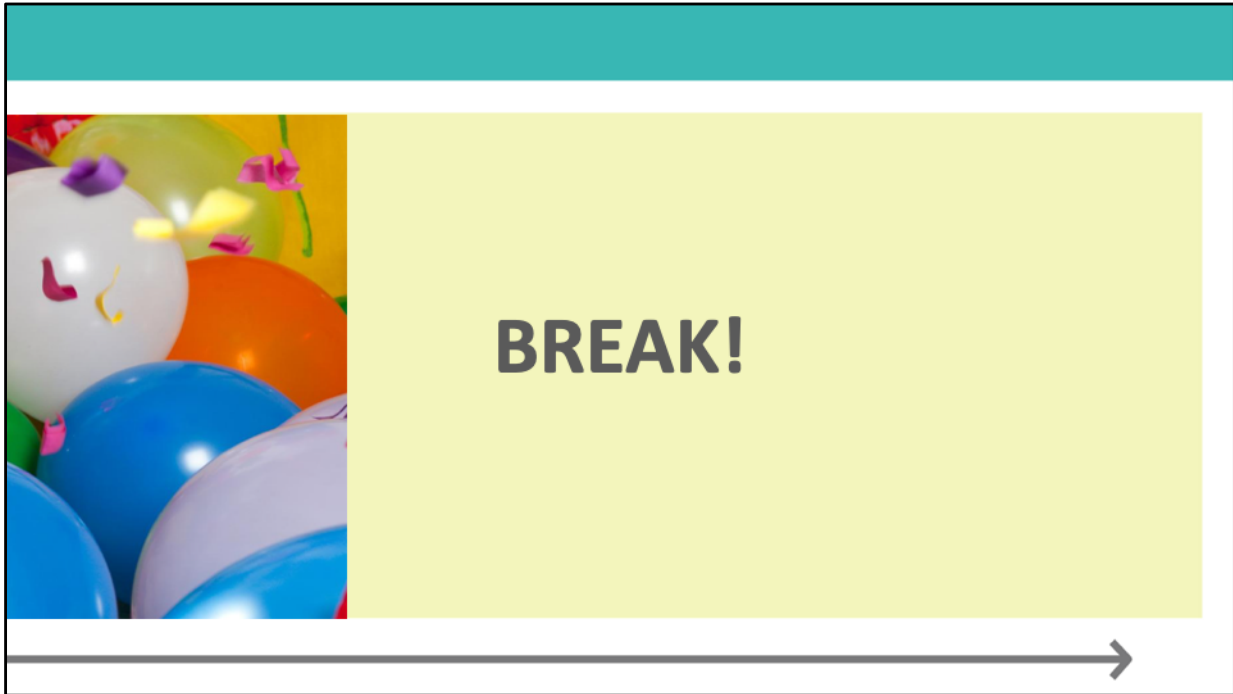
● **Facilitator says:** Yesterday was your first time writing a coaching plan. You walked away from that experience with new understandings and knowledge. Today, you got a second chance to practice writing a coaching plan. Take 2 minutes to jot on pg. 46 in your handouts: what did you understand about planning for interventions after yesterday? What new understandings did you add on today? Then put it all together - what is your cumulative understanding of planning for interventions?

Plan for Interventions: Key Takeaway

Coaching plans keep mentors
and mentees on track to
achieve SMART goals.

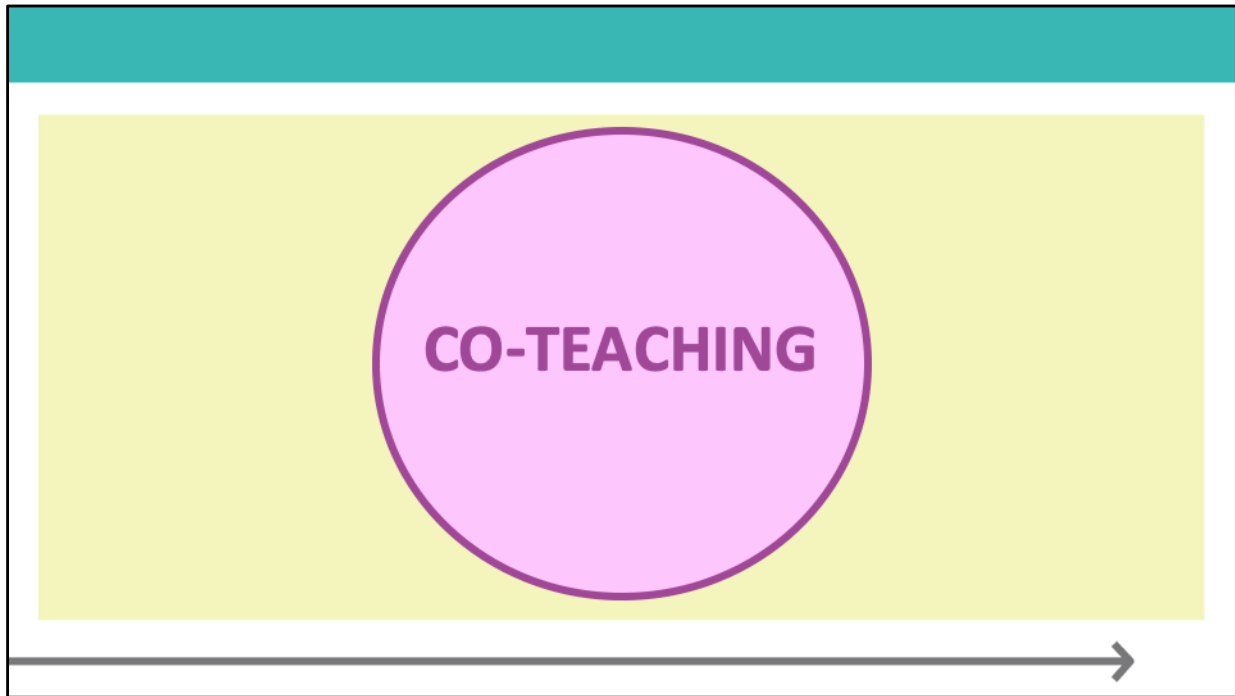


- **Duration:** 30 seconds
- **Facilitator says:** As we learned yesterday, [read slide].



SECTION START: 1:30

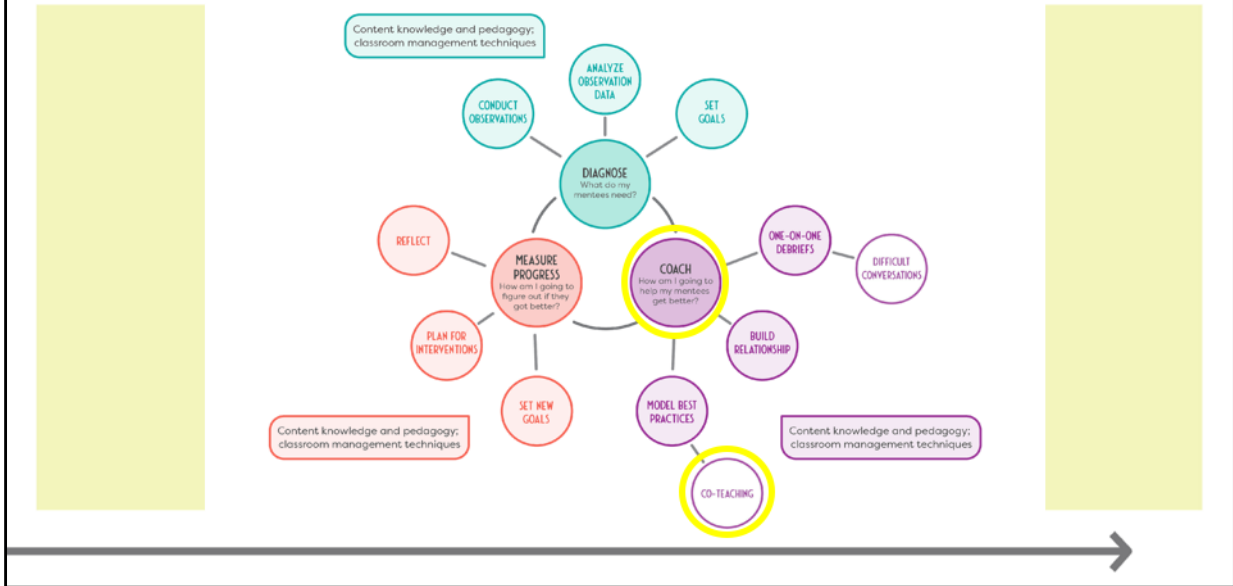
●**Duration:**15 minutes



SECTION START: 1:45

- **Duration:** 30 seconds
- **Facilitator says:** So now that we've practiced writing a coaching plan for co-teaching, let's practice co-teaching to help you feel ready to use this mentoring practice with your mentee.

The Mentoring Cycle



- **Duration:** 30 seconds
- **Facilitator says:** Remember, co-teaching is a way, along with modeling a lesson or activity, to model best practices for your mentee. We'll be focusing on how to engage your mentee in co-teaching to help them achieve their learning goals. So for our purposes, we're going to zoom in on one part of the coaching plans we just practiced writing - one co-teaching lesson with your mentee (and it's co-planning and debriefing, of course!)

Co-Teaching: Three Key Components

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



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- **Duration:** 30 seconds
- **Facilitator says:** We are going to revisit the 3 key components for co-teaching by diving into each component a little more deeply. Let's start off with co-planning the instruction and co-teaching method.

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



- **Duration:** 10 minutes
- **Note:** The bullets included on the slide are listed on page 48 of the handout.
- **Facilitator says:** When you co-plan instruction that will utilize the co-teaching method, many of the things you discuss will be the same as when you co-plan instruction that will utilize modeling - such as revisiting your partnership agreements, confirming the purpose of the lesson and how the work you'll do connects to the smart goal, and creating a look-fors checklist. When modeling, the look-fors checklist is used by the mentee; when co-teaching, the look-fors checklist will be used by both mentor and mentee.
- Some of the things you'll co-plan will be slightly different. For example, you'll need to select the model of co-teaching that best meets the needs of the students and your mentee. Also, when you make your thinking visible as you co-plan whatever is needed for the lesson to be successful, you might need to tweak the lesson slightly to make it work for the co-teaching method you choose, such as clearly delineating different parts if you're going to jigsaw it.
- Turn to page **49-50** in your packet. There, you will see a transcript of a short segment of a co-planning conversation between the mentor and mentee who are working on helping the mentee learn how to anticipate student responses

You are going to read this to give you a better sense of what co-planning for co-teaching looks like in action.

- **Facilitator does:** Give 5 minutes for participants to read transcript.
- **Facilitator says:** One thing you should have noticed in this co-planning transcript is that the mentor and mentee actually engaged in reading the text and answering the TDQs together as they were co-planning. This is a great example of doing whatever co-planning the lesson needed to be successful, and also a great example of how co-planning can be a great time to make progress towards achieving the SMART goal! Another thing you should have noticed is that this mentor is using several different team teaching structures. They're jigsawing the parts of the lesson, there's one part when they are sharing the role of selecting student work, and they're using "teach, pause, discuss" while the mentee is teaching.

Try it Out: Co-Plan Instruction

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



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



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 conversation. To engage in this role-play we are going to ask you to get together with one person from your grade level with whom you share familiarity with a grade-level text or unit. So for example, you both are familiar with the Flowers for Algernon lesson. That lesson will be the basis for our co-teach planning today. If your memory of the lesson is a bit cloudy, that's okay and if you don't have a memory of a lesson, that's okay--you can start as the unprepared mentee!
- This lesson can support your role play with a fictional mentee's anticipating student responses SMART goal. The goal is one that we discussed earlier during plan for interventions and can be found on page 41 of your handout. You may also reference the transcript you just read on page 48-49. (Provide 5 minutes to review the lesson and materials) It might be helpful to access the lesson on-line so you have it in front of you as you work.
- Okay, with your partner, decide which one of you will be partner A and which

will be partner B. Partner A will start off playing the role of the mentor and Partner B will be the mentee. You will have 5 minutes to engage in a practice co-planning conversation using the SMART goal and the lesson plan provided. After 5 minutes we will have you switch roles and Partner A will become the mentee and Partner B the mentor and they will have the chance to practice this type of conversation as well. We know this may feel awkward at first, but engaging in this practice is important so you will feel better prepared in engaging in this type of conversation in real life with your mentees. Please feel free to make these conversations as realistic as you like! Think about what you might actually say in a co-planning conversation. Try to think of an alternative plan for the co-teaching than what was used in the sample script.

- **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 anticipating student responses, and you decided the best intervention to support them in improving in this area was to co-teach, what would you want them to look out for as you teach? What would you want to look for while they teach? Take 5 minutes to continue working with your 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. We’ve provided the first bullet of the “look-fors” checklist on page 51 of your handout to get you started.
- **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 co-teaching? **Animate the slide.** What is valuable about having this type of conversation prior to the co-teaching lesson or activity taking place? (invite a few participants to answer each question) As we move into the next piece, co-teach the lesson, we would like for you to stick with your partner a little longer because you will work with them during the next two activities as well. So hang tight.

Co-Teaching: Three Key Components

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



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- **Duration:** 30 seconds
- **Facilitator says:** After you've co-planned the instruction and co-teaching method, it is now actually time to engage in the co-teaching of the lesson, our second key component.

Co-Teach the Lesson



- **Duration:** 8 minutes
- **Facilitator says:** This video is a great example of team teaching in action, one of our co-teaching models we've been discussing. The video also interviews the mentor and mentee teachers so they can share the benefits of team teaching and why they both see it being a powerful and impactful learning experience for them and their students. As you watch the video, take note on the benefits of team teaching that they share.
- **Facilitator does:** Play the video. It is about 4 minutes long. Participants should take notes on page 53. Remind them to note any useful noticings as well as questions they might have.
- **Facilitator says:** With your partner, take 2 minutes to share what you heard about some of the benefits of the team teaching model.
- **Facilitator does:** Circulate to listen in on conversations. After 2 minutes, have a few participants share out some of the benefits they heard in the video with the whole group.

Co-Teach the Lesson

- Person A = Mentor
- Person B = Mentee
- 5 minutes to role-play
- Switch roles
- 5 minutes to role-play
- Reflect



CO-TEACHING

- **Duration:** 15 minutes
- **Facilitator says:** Now that you've practiced co-planning a co-teaching lesson, and you've seen some great examples in the video we just watched, we want to give you some time to role-play just a short segment of a co-teaching lesson with a partner. We are going to stick with our same scenario from earlier that you've already "co-planned" with your partner. Decide which partner will be person A and which will be person B. Person A will play the role of the mentor and person B will be the mentee for this first round. You will only have 5 minutes to role-play so try not to overthink it. Remember, you want to work off of the plan you already created during the co-planning conversation role-playing. Do your best to envision you both in a classroom, with students in front of you. After 5 minutes, I'll let you know it is time to switch roles - partner B becomes the mentor and partner A the mentee. Feel free to continue on from where you left off but just in the switched roles, or start over from the beginning in your new roles. I'll leave that decision up to you and your partner.

Note to ELA facilitators--a role play isn't really possible, since it would take most of the time just to read the text. Instead of a true role-play, guide participants to do a **think-through**. Taking the appropriate rolls, think and talk about how this will work. Get as close to a role play as possible and really try to imagine

you're in the classroom working together. What do you anticipate will be the easy parts? What difficulties do you foresee?

- **Facilitator does:** Start the 5 minute timer. Circulate to listen in on the role-playing jotting down some feedback notes to share with the whole group later. After 5 minutes, inform participants they should switch roles and restart your timer. Afterwards, share some of the positive things you observed as you circulated during the role-playing with the whole group. Then pose the following reflection question to the group and have a few participants reflect and share out.
- **Facilitator says:** What are you most looking forward to when it comes to co-teaching with your mentee?

Co-Teaching: 3 Key Components

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



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- **Duration:** 30 seconds
- **Facilitator says:** The final key component of co-teaching is to debrief the lesson following the co-teach lesson. This process is very similar to debriefing the lesson after the modeling of a lesson or activity, which we discussed and practiced yesterday so hopefully this next part sounds and feels familiar.

Debrief the Lesson

- One-on-One Debrief vs. Model Best Practices Debrief vs. Co-teach Debrief
- Co-Teach Debrief Tool Purpose (p. 54):
 - 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

The purpose of co-teaching is learning.
Amplify learning in the debriefing.



- **Duration:** 2 minutes
- **Facilitator says:** So far we've talked about two different kinds of debrief conversations. We've learned about the one-on-one debrief, where the purpose is to identify and finalize the 1-2 SMART goals with your mentee as a result of what you saw during the classroom observation. Then yesterday we learned about and practiced using a model best practices debrief template to engage in reflection with your mentee following a model lesson or activity. Today's debrief for a co-teach will be very similar to the debrief for modeling. This type of conversation happens a little more organically. It only has space for some pre-planned questions and a spot to take notes during the conversation. Like the other types of debriefs though, you don't want more than 48-72 hours to pass 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 co-teach debriefing tool is to:
 - Reflect on the lesson using the look-fors
 - Discuss what worked well during the lesson and what could be improved upon next time you co-teach a lesson or activity
 - Review the lesson impact on student learning - this may include examining some student work that resulted from the co-teach
 - Reflect on the actual co-teaching experience and discuss ways to

strengthen it in the future.

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

Debrief Tool

Co-Teaching: Debrief the lesson

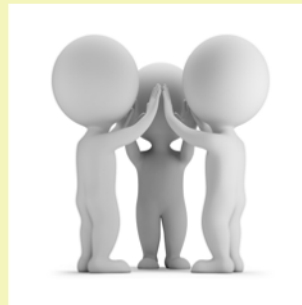
Suggested Guiding Questions for Discussion	Debrief Meeting Notes
Primary Questions	
How did this co-teach lesson or activity help you and your students in reaching desired outcomes?	
What was most effective about the co-teaching strategy on impacting student learning and teaching practices?	
What was 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?	



- **Duration:** 8 minutes
- **Facilitator says:** In your handouts on pages 55-56, you will find two copies of a debrief tool that can be used following a co-teaching lesson or activity. Take two minutes to look it over.
- **Facilitator does:** Allow 2 minutes for participants to read over the co-teaching debrief tool.
- **Facilitator says:** On pages 56, you will see a transcript of a short segment of a debrief conversation, continuing with the example we've been using throughout this section of the training. This mentor and mentee have co-planned, co-taught, and now they are debriefing how the lesson went.
- **Facilitator does:** Provide 5 minutes for participants to read transcript.

Debrief the Lesson

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



CO-TEACHING

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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. For this role play, we are going to pretend that yesterday you engaged in the co-teach lesson we've been referring to all afternoon. So your debrief conversations will be in reference to that particular goal with that lesson. To engage in this role-play, you will work in triads with two other people from your learning team. In your triads, 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 on how the mentor does during the role play practice. The person playing the mentor will facilitate the debrief conversation using the debrief tool on page 54 of your handout. The person playing the role of the mentee should do their best to be a thoughtful, reflective classroom teacher to make this experience more authentic. 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, and 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.

Reflection: Co-Teaching

- **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



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- **Duration:** 5 minutes
- **Facilitator says:** Now that we've gone through all 3 key components of co-teaching, I want you to give yourself a rating using a fist to five rating on how prepared you are feeling to engage in a co-teach 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 back up with your 12:00 partner from yesterday. 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. Ask everyone to return to their seats.

Co-Teaching: Key Takeaway

Mentors use co-teaching to demonstrate growing confidence in mentees and support achievement of their SMART goals.



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- **Duration:** 30 seconds
- **Facilitator says:** As we bring this section of our training to a close, here is the key takeaway: Co-teaching is an effective method for modeling best practices for a mentee.



Connection to Assessments

SECTION START: 3:15

Duration: 30 seconds

Facilitator says: So let's take a look at where conducting observations and analyzing observation data appear in the assessments of your mentoring practice. We will also look at which assessment the morning content aligns with.

Mentoring to Improve Content Instruction

Louisiana Department of Education

Mentoring to Improve Content Instruction

Started

Hide Description ^

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

Duration: 2 minutes

Facilitator says: Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)

NOTE: Answers should include the following:

- "...educators need both deep knowledge of their content and the ability to plan and deliver effective instruction" - connects to AM math content as an option to use for this assessment
- "...mentor teachers will....provide coaching and support..." taught today and yesterday

Reading Complex Grade-level Texts

Competency: Reading Complex Grade-Level Texts

Description: Multiple careful readings of a text from a Tier 1 curriculum are used to make complex grade-level texts accessible to all learners without changing the text. Educators need to understand what makes a text complex and how it builds a student's knowledge throughout the unit of study. In order to determine what each student needs to access the text, the teacher must align scaffolds and supports to ensure that each student has the ability to make meaning of the text. By strategically guiding a student's journey through the text, the teacher ensures each student builds the knowledge necessary for the end-of-unit task.

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)

“.

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 - You are technically ready to accomplish this part of the assessment. They know what to "look-for" when it comes to the shifts in ELA instruction and they know how to conduct an observation, analyze that data to prioritize a need, and set goals. Once they start working with their mentee, they are ready to tackle this part.

Develop - They are technically ready for this part of the assessment as they know how to develop a coaching plan.
Once the school year starts they can tackle this.

Implement - Relationship Building - They are ready to build the

relationship with their mentee and can do so and save the artifacts from doing so once the school year starts.

Implement - Coaching and Support - They are ready to use both modeling and co-teaching to coach and support their mentee once the school year starts.

Reading Complex Grade-Level Texts

They are ready to do this assessment in full, but will need to wait until school starts to actually teach and evaluate the lesson.

*****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

Mentoring to Improve Content
Instruction

Reading Complex Grade-Level Text

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

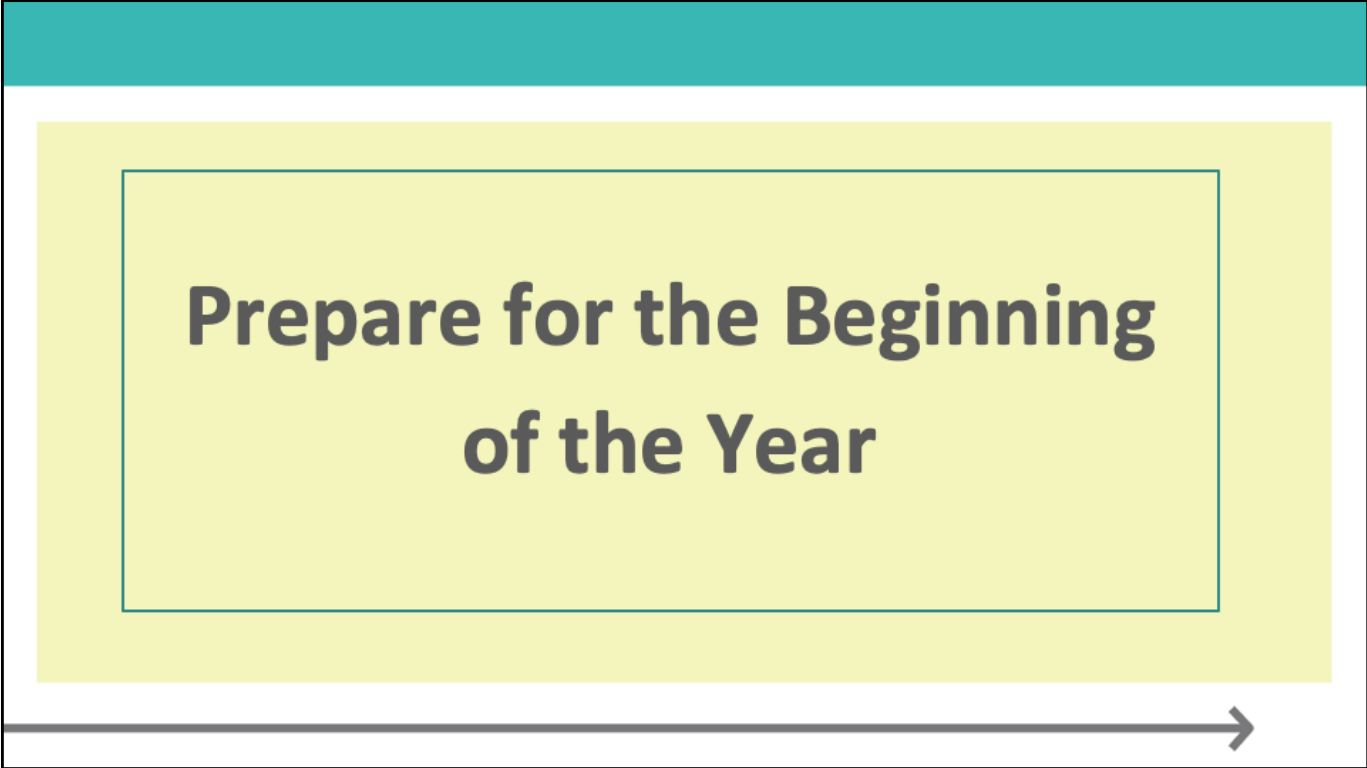
- Continue to plan forward for how you'll lay the groundwork for the work required for the *Mentoring to Improve Content Instruction* and the *Reading Complex Grade-Level Texts* assessments.

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.



Prepare for the Beginning of the Year

SECTION START: 3:45

Duration: 30 seconds

Facilitator says: This is our final day together before the school year starts. So let's take a few minutes to work with your learning team to prepare for the beginning of the year with your mentee. You are welcome to refer back to any of your mentoring materials from any of the first 5 modules at this time.

Make a commitment to start the year strong!

Privately write down one commitment for each:

1. How will you establish a strong relationship with your mentee?
2. How will you engage in beginning of the year mentoring?

Whiparound: Share your commitment with your table group



Duration: 10 minutes

Facilitator says: Research shows that you are most likely to follow through on something if you make a commitment to do it and then share that commitment. A commitment is one specific thing you are promising you will do. So first, we are going to give you 4 minutes to privately write down two commitments on page 57 of your handouts. You can see the questions you'll be making the commitments about on that page and also up on the screen [read questions]. We will let you know when 4 minutes are up. Then, in your learning team you will do two whiparounds. First, you will go around the table and each share your first commitment - one thing you promise to do to establish a strong relationship with your mentee. Then, you will go around the table a second time and each share your second commitment - one thing you promise to do to engage in mentoring right at the beginning of the school year. You will probably get some good ideas of additional things you can do from your fellow team members so have your pens ready during the whiparound.

Facilitator does: Time 4 minutes for private writing. Listen in to whiparounds and share anything you think would benefit the whole group.

Module 5 Morning 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.

●**Duration:** 30 seconds

●**Facilitator says:** We did it! We're at the end of another jam-packed two days together. This morning, we [read slide].

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.

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• **Duration:** 30 seconds

• **Facilitator says:** And this afternoon we [read slide]

Module 4-5 Survey

Complete the Module 4-5 survey at:

<http://tinyurl.com/y5kyoz9c>

Scroll down on the page to find the survey.



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- **Duration:** 5 minutes
- **Facilitator says:** Please complete the survey before you leave. Your input helps us be better in our work to support your learning. Remember to scroll to the bottom of the page to find the survey.