Louisiana Department of Education
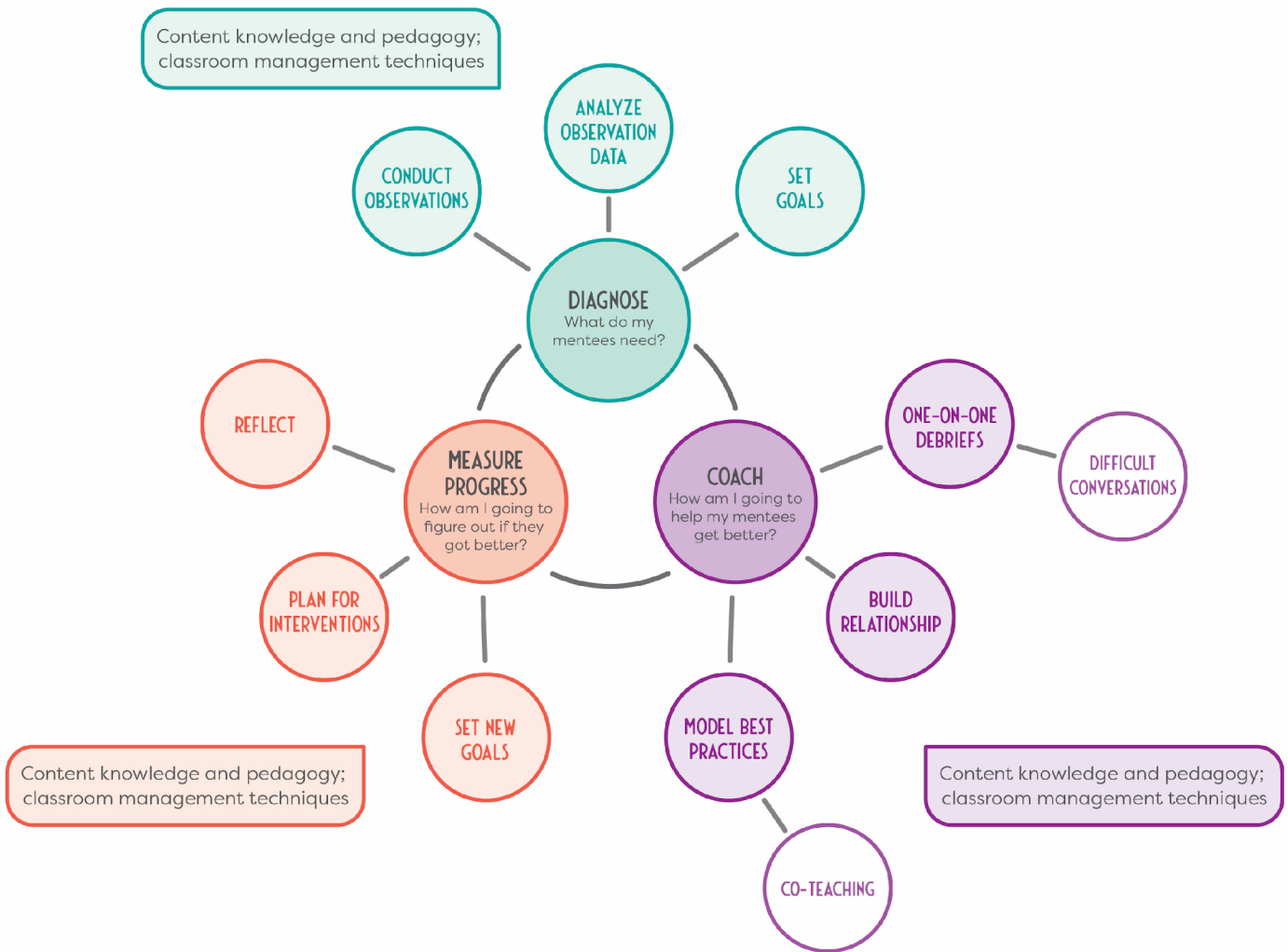# Mentor Teacher Training

Module 5:
Facilitating Classroom Discussion and Developing a Coaching
Support Plan

Secondary Universal Cohort
July, 2019

Facilitated by Learning Forward

The Mentoring Cycle

Content knowledge and pedagogy; classroom management techniques

ANALYZE OBSERVATION DATA

CONDUCT OBSERVATIONS

SET GOALS

DIAGNOSE
What do my mentees need?

REFLECT

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

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

ONE-ON-ONE DEBRIEFS

DIFFICULT CONVERSATIONS

PLAN FOR INTERVENTIONS

BUILD RELATIONSHIP

Content knowledge and pedagogy; classroom management techniques

SET NEW GOALS

MODEL BEST PRACTICES

Content knowledge and pedagogy; classroom management techniques

CO-TEACHING

Mentor Training Course Goals

Mentors will:

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

Module 5 Outcomes

- Determine when to use indirect vs. direct vocabulary instruction, and apply appropriate strategies for each to increase student understanding of complex disciplinary texts.
- Learn five steps for preparing for and implementing productive, text-based classroom conversations.
- Model best practices through co-teaching
- Write a clear and concise coaching plan that enables you to plan interventions aligned to mentee goals.

Module 5 Agenda

Morning	**Afternoon**
Welcome and outcomes	Plan for interventions
Indirect and direct vocabulary instruction	Co-teaching best practices
Text-based discussions	Wrap-up

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

Indirect Vocabulary Instruction

Do Now: Read the passage, then answer the question on the following page.

In one of the most ███ places in the world, the ███, ███ have ███ over a ███ years. They are the ███. For the ███, the ███ is a place ███. Depending on how far ███ they live, the ███ find everything from ███ and ███ to ███. The ███ have ███ themselves to the ███ they ███. At one time they were considered to be ███ people in the world. This is ███ the case; the ███ has changed ███ over the past ███. The arrival of ███ and ███ resulted in big changes to the ███ and ███.

Today, the ███ are ███ their ███ and they are learning to ███ themselves in a ███.

When you live in ███ that has few plants, there is a very good chance you will become a ███. The ███ themselves on being great ███. The ███ had lots of ███ and ███ to ███. The most important of these were the ███ and the ███. These two ███ provided the ███ with food. Their ███ was used for clothing, blankets, ███ and ███ and their ███ was used for cooking and ███. ███ were used to make ███. Other ███ the ███ were the ███, ███, ███, ███, ███.

Because ███ are ███ in the ███, the ███ ate mostly meat they got from ███. They ate ███ such as ███, ███, ███, ███, ███, ███, birds such as ███, and fish such as ███, ███ and ███. In the summer they also ███ ███ and other ███.

███ or ███ is ███, and the ███ ███, cleaned, soaked and dried the ███ to make ███. This kept the people dry, which was important since water freezes quickly in the ███. People can get into a lot of trouble if they get wet in the ███ and then ███. Besides ███, the ███ also made ███ of ███ to wear in the cold winter.

At one point, ███ in ███ did a ███ to find out what the warmest winter clothes were. This included clothes that were ███, ███ and other ███. The ███ was the warmest by far. Even in winter, ███ could not sleep with their jackets on because they got so hot that they would ███. ███ is dangerous in a ███ because, like water, it ███.

| **Do Now:** |
| What is the main idea of this passage? |
| Provide at least two details from the text to support your thinking. |
| |

Research Snapshots

- Students acquire vocabulary **up to four times faster** when they read a series of related texts. (Landauer and Dumais 1997)

- Research by Cervetti, Wright and Hwang (2016) revealed that students who read a conceptually coherent text set demonstrated deeper understanding of targeted words in their texts compared to students who read a set of unrelated texts.

- Reading a number of texts within a topic grows knowledge and vocabulary far faster than any other approach

| What does this research tell us about how students acquire vocabulary?	How have you seen this play out in your classroom?

Research Sources:

Landauer, T. K., & Dumais, S. T. (1997). A solution to Plato's problem: The latent semantic analysis theory of acquisition, induction, and representation of knowledge. *Psychological Review, 104*(2), 211-240.

Cervetti, G. N., Wright, T. S., & Hwang, H. (2016). Conceptual coherence, comprehension, and vocabulary acquisition: A knowledge effect? *Reading and Writing, 29*(4), 761-779.

Direct vs. Indirect Vocabulary Instruction

Direct Vocabulary Instruction	Indirect Vocabulary Instruction
Teacher provides explicit instruction of and practice with vocabulary words in context (before, during, and after reading), as well as engages students in word study (analyzing root words and affixes, etc.).	Students learn vocabulary indirectly when they hear and see words used in many different contexts. Conversations, read-aloud experiences, and independent reading are essential.

GUIDEBOOKS 2.0 ELA   VOCABULARY
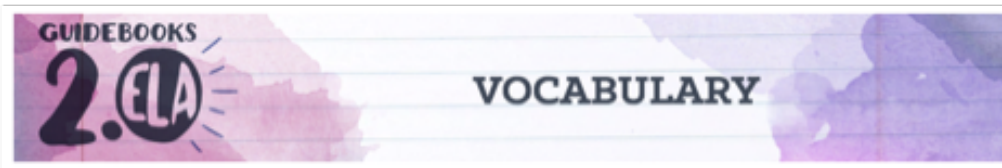
Excerpt from the Guidebooks 2.0 Vocabulary Guide

To speed up vocabulary growth for all students:

- Read aloud texts that are written at a level above what students can read independently.

- Engage students in studying the language of complex texts through work with mentor sentences.

- Ensure students have an opportunity to read a large volume of texts for interest and pleasure.

- Prompt students to read a series of texts on the same topic.

- Teach words and phrases that demand more teaching time.

Louisiana DOE Mentor Teacher Training, Module 5

Curriculum Sample Analysis: Indirect Vocabulary in the Guidebooks		
	Which indirect vocabulary strategy is this an example of?	How does this example support vocabulary growth? Be specific!
Curriculum Sample #1		
Curriculum Sample #2		
Curriculum Sample #3		

Curriculum Samples: Indirect Vocabulary

Curriculum Sample #1
Excerpt from *Flowers for Algernon,* Lesson 11

Let's Read!

Suggested Pacing: ~ 10 minutes

Directions:

- Explain the directions on the slide to students: "Listen as I read aloud different theories of intelligence."
- Prompt them to include information from the read aloud as well as evidence from "Flowers for Algernon" as they answer the two questions in their notes.
- Project or display different theories of intelligence available at http://www.intelltheory.com/emerging.shtml.
- Read aloud the different theories.
- If time allows, guide students in a brief class discussion of the two questions on the slide after reading the informational text.

Curriculum Sample #2
Excerpt from *Flowers for Algernon,* Lesson 35

Let's Read!

Suggested Pacing: ~ 15 minutes

Directions:

- Ask students to read the extension task directions.
- Direct them share with a partner their answers to the first two questions on the slide.
- Then call on individual students to share their response to the first two questions with the whole class.
- Record the topics and questions on a white board and encourage students to record them on their extension task directions.
- See additional notes below for adapting this process to include collaborating with technology.
- Explain the next steps for the research process (question #3 on the slide) and clarify specific expectations based on your individual situation.
  - With what sources should students begin their research? Possible options: Use only the sources on the extension task directions, include additional print resources (work with a school librarian to locate useful sources), or allow students to conduct their own searches to locate credible sources.
  - Where and how will students gain access to online sources? Possible options: Students may go to the school library to conduct research, or the classroom might have access to a laptop cart.

- o Where and how should students keep their research notes? Possible options: Students may take notes in their reading log. Students may number the sources listed on the extension task directions and then place that number beside the notes which came from that source.
  - o How long will students have to research? What is the research timeline (i.e., how many sources should they research in a day)? Possible options: This depends on your individual situation. Make sure to set the expectations for time with students in advance of conducting research.
- As needed, model for students how they should take their notes and capture bibliographic information for later when they need to include a works cited page.

Student Look-Fors:

- Should understand the following before engaging in research:
  - o Research topics: Details about theories of intelligence and their development over time
  - o Possible research questions: What are some theories of intelligence? Why are there so many theories of intelligence? What is similar and different about the theories of intelligence? Are any of the theories of intelligence connected to each other? How did some theories of intelligence come to be? How has our understanding of intelligence changed over time?

Curriculum Sample #3
Excerpts from *Flowers for Algernon*, Lessons 5 and 8

Lesson 5: "What's in an Inkblot? Some Say, Not Much"

Students read "What's in an Inkblot? Some Say, Not Much" and analyze the academic vocabulary.

Let's Read!

Suggested Pacing: ~ 12 minutes

Let's Read! ⌄

What's in an Inkblot? Some Say, Not Much
By ERICA GOODE

- Listen as I reread the first section of "What's in an Inkblot? Some Say, Not Much" by Erica Goode.

Directions:

- Ask students, "What event prompted the author to write this article?" (Students should identify that an article was published saying the Rorschach test is flawed and should not be used.)
- Say: "I'm going to read the first part of this text aloud. As I read, I want you to think about the debate over the Rorschach and other projective tests. What is the claim of each side of the debate?"
- Read aloud the first section of the text (from the beginning until "A History of Controversy") as students follow along.
- Conduct a brief whole-class discussion based on the claim of each side of the debate. Students should cite evidence to support their answers.
- Record student answers on a white board or chart paper.

Guiding Questions and Prompts:

- "What does it mean if a test is *flawed*?"
- "Why does the author suggest the debate over the Rorschach test will become more heated?"

Student Look-Fors:

- Students should understand that the Rorschach tests are often in custody battles and for diagnosing and treating patients who may have experienced abuse.
- One side of the debate believes projective tests are flawed and limited in their use.
  - "While the Rorschach and the other projective techniques may be valuable in certain specific situations, the reviewers argue, the tests' ability to diagnose mental illnesses, assess personality characteristics, predict behavior or uncover sexual abuse or other trauma is very limited." (Paragraph 11)
  - "The tests, which often take hours to score and interpret, add little information beyond what can be gleaned from far less time-consuming assessments, the psychologists say." (Paragraph 12)
- The other side of the debate believes projective tests are useful in clinical situations.
  - "They 'have been used for a long time very effectively, with very good results and a great deal of scientific support,' he said." (Paragraph 16)

(Lesson 5, continued)

Let's Work With Words!

Suggested Pacing: ~ 12 minutes

> ### Let's Work With Words! ∨
>
> "Devised 80 years ago by a young Swiss psychiatrist, the Rorschach has entered the language as a synonym for anything ambiguous enough to invite multiple Interpretations." (2)
>
> "The three tests are known as 'projective' because they present people with an ambiguous image or situation and ask them to interpret or make sense of it." (9)
>
> *What are characteristics of the Rorschach and other projective tests?*

Directions:

- Read aloud the two quotations on the slide.
- Then ask students to reread the first section of the article with a partner and answer the two questions on the slide in their reading log.
- Then ask the whole class: "What about the nature of projective tests make them a focus of debate?"

Guiding Questions and Prompts:

- As needed, provide definitions for students:
    - *project* (verb) to assign one's own feelings, thoughts, or attitudes, to others or to look on something as existing outside of your mind
    - *ambiguous* (adjective) unclear or having a double meaning; "ambi" is a Latin root which means "both ways"
    - *interpretation* (noun) an explanation of the meaning of something

- As students are reading, stop them at various points for think alouds to support their notetaking:
  - Paragraph 2: "Why does ambiguity lead to multiple interpretations?"
  - Paragraph 3: "In what situations is the Rorschach test used?"
  - Paragraph 9: "What do projective tests measure?"
- If students have difficulty reading the first part of the text, provide additional support, such as helping students decode unfamiliar words or grouping students of different abilities together to engage in partner reading. If there is a larger group of students who need support, consider pulling together a small group and engaging in choral reading so students can hear a fluent reader reading the material while following along with the printed text.

Student Look-Fors:

- Students should use the words projective, ambiguous, and interpretation in their response.
- Students should understand that projective tests allow for user interpretation and, therefore, are about applying your own feelings to something outside of yourself to make a determination about that person.
- Students should understand that ambiguous situations don't have a clear right or wrong answer, rather they allow for multiple right or wrong answers based on which facts or details are emphasized or understood.

Lesson 8: Apply knowledge to "Flowers for Algernon"

Students locate evidence to support a claim they're making about the usefulness of the projective tests used on Charlie. They engage in a discussion and then write the first draft of a response.

Let's Read!

Suggested Pacing: ~ 10 minutes

Let's Read! ⌄

- Develop a claim in response to the following question: How useful are projective tests in determining Charlie's suitability for the experiment?
- Locate evidence from both texts which supports and conflicts with your claim.

Directions:

- Instruct students to write their claim in response to the question on the top of the evidence chart.
- Prompt students to review "What's in an Inkblot? Some Say, Not Much" and "Flowers for Algernon" to locate evidence which supports and conflicts with their claim.
- Allow students to use their completed H-chart and argument analysis handout to locate evidence.
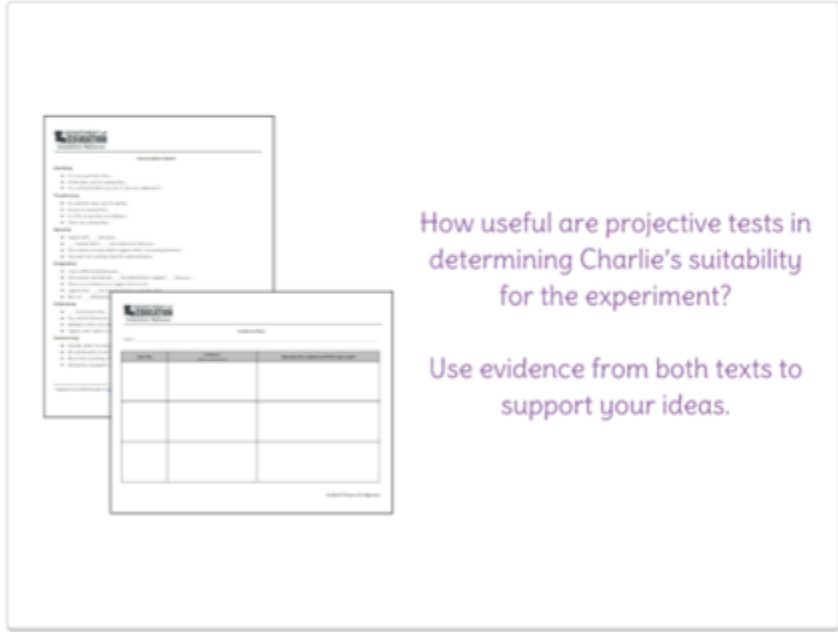
Guiding Questions and Prompts:

- As needed, model for students how to support their claims: Project a paragraph and model where to include evidence from the text to support the identified claim and how to locate that evidence using the text and other notes. Access model paragraphs (original and revised) from the lesson exemplars and revised lessons exemplars under the Additional Materials tab.

Let's Discuss!

Suggested Pacing: ~ 10 minutes

Directions:

- Conduct a discussion (either as a whole class in various small groups) in response to the question on the slide.
- Ensure students use the conversation stems and provide relevant textual evidence in their discussion.

Guiding Questions and Prompts:

- "Was the Rorschach useful in Charlie's situation?"
- "How does Charlie's experience with the Rorschach tests support the controversy surrounding the tests?"
- Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.
    - "So you're saying/asking/seeking clarification on [restatement of the student's comment/question]. Do I have that right?"
    - "Y, restate or rephrase what X said."
    - "How do you know? What evidence from the text supports your thinking?"
    - "Who agrees/disagrees with X? Why?"
    - "Can someone add to what X said?"
    - "Take your time. We'll wait."
    - "Who wants to change their thinking after listening to X's explanation/comment/question? How did it change your thinking?"

Student Look-Fors:

- Access exemplar student responses under the Additional Materials tab.
- Students should express similar ideas in their conversations in preparation for writing in response to a similar prompt.

Capture Your Learning	
Question	**Response**
What is indirect vocabulary instruction and why is it so important?	
Name and describe two ways whole group lessons may support students in growing their vocabulary indirectly.	
How will you help your mentee understand the importance of and plan for indirect vocabulary instruction in her/his context?	

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

James Baldwin

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

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

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

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

In the first place, he ordered his blacksmith[6] Vulcan, whose forge[7] was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden;[8] and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

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

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

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

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

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

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[6] blacksmith: a person who makes objects out of metal

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

[8] bidden: told

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

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

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

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

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

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt[10] and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

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

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

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

This text is in the public domain.

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[9] casket: a small box for holding valuable objects

Convey/explain the meaning of the word "foreboding" using your own words and/or pictures.

Make Connections: "Foreboding"	
Foreboding is to _____ as ecstatic is to happy.	

Application: Generate a new sentence using the word foreboding.

Identify vocabulary using the **Academic Word Finder** and/or the words identified for each unit.

General Protocol for Explicitly Teaching Vocabulary[3]

1. **Presentation**: Present the word or phrase in context.

2. **Definition**: Guide students to use context clues, word parts (i.e., prefixes, root words, suffixes), or word relationships (e.g., synonyms, antonyms, etc.) to develop a student-friendly definition.

3. **Explanation**: Ask students to explain the word or phrase orally or in writing with words and/or pictures.

4. **Connections**: Help students make connections. For example:

   a. Have students classify or compare the new word and phrase with other known words (e.g., identify synonyms or **word families** or write analogies).

   b. Show a short video that illustrates a real-life context.

   c. For English language learners, connect the word to the home language or identify **cognates**.

5. **Application**: Direct students to use the word or phrase in new contexts. For example:

   a. Ask students to answer questions about the text that require them to use the word or phrase.

   b. Have students participate in wordplay or games with the word or phrase, such as acting out the meaning.

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3 Each step can be taught across several lessons or combined into a single lesson. Some of these steps, such as steps 3-5, can be completed for homework. Make decisions about how and when to teach vocabulary based on students' knowledge and vocabulary needs.

ELA Guidebooks 2.0: Vocabulary   2

What specific actions did we take to address the steps outlined in this protocol?

Excerpt from "Which Words Do I Teach and How?"
By David Liben

Teaching words in context and developing students' ability to learn word meaning from context is a rich, essential part of vocabulary instruction. However, choosing the words to spend time on in the context of a complex text—how to sift and winnow those words judiciously and effectively—can be a struggle for teachers. Hiebert (2009) describes three general criteria for determining which words to choose for intensive teaching: 1) words needed to fully comprehend the text, 2) words likely to appear in future texts from any discipline, and 3) words that are part of a word family or semantic network. These criteria serve as useful guideposts, but truly knowing when to stop and teach in context, when to prepare students in advance, and when to teach words more intensively is challenging for even the most seasoned educators. In preparing a text for instruction, teachers frequently find themselves asking, "Which words do I teach, and how much time do I give to this?"

Words that can be quickly explained should be explained in the moment of encounter. This often includes concrete words, words with single meanings, and words reflecting meaning or shades of meaning that are part of the students' experiences. The explanation will enhance and not impede comprehension because it was swift and unobtrusive (Biemiller 2010). Words that need more explanation will ideally be taught in context, and then reinforced after, as these explanations will be more elaborate and time-consuming (Beck McKeown and Kucan 2007, Biemiller 2007). This includes words that are abstract, words with multiple related meanings, and words reflecting meanings or shades of meaning that are likely not part of the students' experience.

Article Source: Liben, D. (2013, Winter). Which Words Do I Teach and How? Retrieved from
https://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf

Revisit "The Story of Prometheus II."	
Identify a word that merits LESS time	Identify a word that merits MORE time
Explain your rationale.	*Explain your rationale.*

Capture Your Learning	
Question	**Response**
Name and explain the 5 steps outlined in the General Protocol for Explicitly Teaching Vocabulary.	
How will you grow direct vocabulary instruction practices in order to support student comprehension of complex texts in your discipline?	
How will you help your mentee understand the importance of and plan for direct vocabulary instruction in her/his context?	

Speaking and Listening

Classroom Conversation Case Study: Prometheus Conversation

The following transcript is an excerpt of an 8th grade classroom conversation as part of the Flowers for Algernon unit. In lessons 1-3, students closely read "Prometheus" by James Baldwin. Below is a transcript of the beginning of a discussion that centers on analyzing the main characters in order to better understand the theme of the text.

Teacher: Over the last two days we've been working with the myths of Prometheus and Pandora. We've read the text several times, written summaries and analyzed the author's word choice by determining how it impacts the tone and meaning of the text. Today, we're going to dive even deeper into the meaning of the text by looking closely at the main characters. Does everyone have a copy of Prometheus out to refer to?

Students take out copies of the text.

Teacher: So, let's quickly review. Who can summarize Part I of the myth?

A student responds with a brief accurate summary.

Teacher: How about Part II, where we meet Pandora?

Another student responds with a brief accurate summary.

Teacher: Okay, here's our first discussion question: Why does Jupiter refuse to give humans fire? Take a minute to think, look back at your text, and then we'll share ideas. *(teacher waits until most students seem ready to proceed)* Jasmine?

Jasmine: I think Jupiter doesn't want to give them fire because he's scared.

Teacher: So you think that Jupiter is afraid of what might happen if humans get fire. Can anyone add to Jasmine's idea?

Brian: Yes, I can. Jupiter thinks that if the humans get fire, they won't be so miserable. As long as the people are cold and hungry, Jupiter knows he can stay in control. So, he's scared that if the humans get fire, he won't be "mighty" anymore.

Teacher: That's a very interesting idea, Brian, what evidence do you have to support it?

Brian: Well, it says here on page 2 :"Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

Teacher: So, Jupiter says it is best "It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy" Everyone, take a minute and underline that line in the text-it's at the top of page 2.

Students underline

Teacher: Now I'm going to ask you to have a short conversation with your elbow partner. What do you think the quote we underlined reveals about Jupiter's character?.

Students discuss for two minutes.

Teacher: Okay, let's hear from April and Joshua. What's does Jupiter's refusal to give humans fire reveal about his character?

April: Well, we think it shows that he's worried and not very confident.

Teacher: Joshua, can you say more about that?

Joshua: Well, if he really believed he was so mighty, he wouldn't care if the humans were warm and safe and had food. He must be afraid that he will lose his power.

Teacher: Let's hear from some other groups. Does anyone have a different idea about what the quote we underlined reveals about Jupiter's character? I'll record our ideas on this chart.

Other groups share ideas.

Teacher: It seems like you have done some really good thinking about why Jupiter might not want humans to have power and what this reveals about his character. Now we're going to do some similar thinking about another main character in the myth, Prometheus. I'm going to ask you to get into your 4-person small groups for this discussion. Remember, you'll need to re-arrange your desks a bit for the 4-person format.

Students move into 4-person groups. The teacher writes 2 new questions on the board.

Teacher: Before we begin, let's take our conversation stems to help us prepare for this discussion.

Students take out Conversation Stems

Teacher: Remember, we have been working on elaborating on other's ideas. Which conversation stems on your sheet might help you to build off or add on to what your classmates are saying?

Malik: This one: "Adding to what you said,…"

Trinity: Here's another one; "I agree, and I want to add that..."

Teacher: Excellent. I'd like everyone to put a check mark next to those two and try to use at least one of them in your conversation today.

Students put check marks next to those two Conversation Stems.

Teacher: Okay, be sure to review our conversation norms before discussing the next two questions written here on the board, "What motivates Prometheus to defy Jupiter?" and "What does this reveal about Prometheus' character?' When you've finished discussing, please respond in writing, to the first two questions on the Discussion Question sheet I gave you earlier.

Student Look Fors: Discussion Questions

Why does Jupiter refuse to give humans fire? What does this reveal about Jupiter's character?

Student Look-Fors (from Grade 8: *Flowers for Algernon* Unit, Lesson 3):

- Students should understand that Jupiter doesn't want to give humans fire because he is worried about losing control. Students should explain that Jupiter fears that humankind will gain knowledge and take over the Mighty Ones. While the humans are poor and ignorant, Jupiter and the Mighty Ones thrive and are happy. This reveals that Jupiter is worrisome and not overly confident. The Mighty Ones are also very lazy and are squandering everything. As a result, the world has turned into a terrible place for humans.
- Students can use the following quotations to support their responses:
  - "Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."
  - "He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures."

What motivates Prometheus to defy Jupiter? What does this reveal about Prometheus' character?

Student Look-Fors (from Grade 8: *Flowers for Algernon* Unit, Lesson 3):

- Students should understand that 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 and health to them as it was when Saturn was king. Prometheus wants to leave the world in a better condition--he wants humans to be better and wiser. Prometheus detests the laziness of the gods and that the gods are benefiting from the ignorance of humankind.
- Students can use the following quotations to support their responses:
    - "While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before."
    - "He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy…"
    - "'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.'"
    - "'Mankind shall have fire in spite of the tyrant who sits on the mountaintop,' he said."

Summarize:
What are the key understandings students should demonstrate in this conversation?

Creating a Supportive Environment

What does a supportive environment look and sound like?
What does it take to build this type of environment?

Grouping	
How will you group students for this discussion?	**Why? How does this grouping support all students in engaging in the discussion?**

Establishing Consistent Norms

Video Analysis	
What norms and procedures are evidence in this lesson?	How does the teacher hold students accountable to meeting these expectations?

Teacher Talk Moves[1]

Use these prompts during discussions to guide students in taking ownership of their thinking and meeting the following goals.

Goal One: Students clearly express their ideas through writing or speaking.
- Take 60 seconds to write your response or share your answer with a partner.
- What do you think about _____?
- How did you answer (the question)?
- What is the most important idea you are communicating?
- What is your main point?

Goal Two: Students listen carefully and clearly understand others' ideas presented in writing or speaking.
- Let me see if I heard you correctly. You said _____.
- I heard you say _____. Is that correct?
- Put another way, you're saying _____.
- Say more about _____.
- I'm confused when you say _____. Say more about that.
- Give me an example.
- Who can rephrase what _____ said?

Goal Three: Students provide evidence and explanation to support their claims.
- What in the text makes you think so?
- How do you know? Why do you think that?
- Explain how you came to your idea.

Goal Four: Students establish new ways of thinking by elaborating on or challenging the thoughts of others.
- Who can add to what X said?
- Who agrees/disagrees with X?
- Who wants to challenge what X said? Why?
- How does that idea compare with X's idea?
- What do you think about X's idea?
- Whose thinking has changed as a result of this conversation? How and why has it changed?
- Now that you've heard _____(summarize the conversation so far)_____, what are you thinking? What are you still wondering about?

Capture Your Learning	
Question	**Response**
Name and briefly explain the five steps to preparing for a productive classroom conversation.	
List one goal, based on the 5 steps, to develop your own classroom practice.	
Consider the role the 5 steps will play in your work with your mentee. How will this help you better support your mentee?	

Module 5 Afternoon Outcomes:

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

Plan for Interventions: 3 Key Components

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

Clarify the new learning

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

Sample SMART Goal

During the next unit, the teacher will employ steps 2 and 3 in the Conversations Guide to group students thoughtfully and establish consistent norms and procedures for classroom discourse in order to support ALL students' participation in productive discussions, as measured through the Discussion Tracker.	

Types of Co-Teaching

- One teaches, one observes students

- One teaches, one assists

- Station teaching

- Parallel teaching

- Supplemental teaching

- Alternative or differentiated teaching

- **Team Teaching**

Types of Team Teaching

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

Mentor Coaching Plan

Mentee SMART goal(s)

During the next unit, the teacher will employ steps 2 and 3 in the Conversations Guide to group students thoughtfully and establish consistent norms and procedures for classroom discourse in order to support ALL students' participation in productive discussions, as measured through the Discussion Tracker.

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

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline
Co-Planning: Use mentor-training resources to learn about steps 2 & 3 in the Conversations Guide	These steps, when implemented well, increase student participation in discussions.	We will think together about how these steps apply directly to the mentor's and mentee's classes.	Model growth mindset - both learning and applying the steps.	Thursday planning period, 1:30-2:15

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

Mentor Coaching Plan

Mentee SMART goal(s)

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

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

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Mentor Coaching Plan

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Mentor Coaching Plan

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?

Reflect: Cumulative Learning

Yesterday I….

Today I….

Now I ….

Plan for Interventions: Key Takeaway

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

Co-Teaching: 3 Key Components

- Co-plan instruction and co-teaching method

- Co-teach the lesson

- Debrief the lesson

Co-Plan Instruction

- Revisit **agreements.**

- Confirm the **purpose/goal** of the lesson and **connection to SMART goal.**

- Create a **"look-fors" checklist** based on the goal of the lesson or activity.

- Select **best model for co-teaching** to achieve student and teacher learning outcome.

- **Make thinking visible** as you co-plan what the lesson requires to be successful, including any tweaks you need to make to integrate your chosen co-teaching model.

Co-Planning Conversation Transcript (Segment)

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

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

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

Mentor - Next time we're going to co-plan, try to read through the lesson the night before. Lunch can be so unpredictable - it's best if you don't leave stuff until that time. The impact of you not reading through it already means you won't be prepared for our conversation. But for this time, I'll share my thinking as we go through it.

Mentee - Yeah, I will. I did read through the Conversation Guide, though. I know that I need to make sure I know the texts deeply and have student look-fors in the front of my mind.

Mentor - Yes, the texts are not lengthy, but it is important to know them well and also be able to anticipate student responses - both accurate and misconceptions.

Mentee - So that's where I've been really struggling. I think I told you this already when we debriefed, but I struggle when student misconceptions surface. It usually happens in the whole group setting, and I worry about students getting even more confused or shutting down altogether.

Mentor - Yeah - I was thinking about that. Because you've been getting more comfortable with facilitating text-based discussions, and your goal is building capacity of all students to have more productive discussions, when I'm in your room to co-teach with you we can….

[Mentor writes on the lesson plan]

Mentor - ...be in the room together for the whole lesson. You'll teach the vocabulary. I will step in to group the students for the two background readings (Life on the Farm and Growth of Populism). You've read the Conversation Guide...how would you like to try grouping them?

Mentee - Well, based on what we've learned about the importance of background knowledge, I think it might be helpful to rank the students based on their performance on the first topic in this unit and then group them using the process explained in Step 2 in the Conversation Guide.

Mentor - That seems reasonable to me. Let's do that together now...I'd like to think through that process with my own students, as well.

[Mentor and mentee each start independently working on ranking their classes based on background knowledge for the current unit, then share and discuss their thinking]

Mentor - Okay, once I group the students, how about if I continue with the 4Ls of Academic Discourse, including a checklist with student look-fors for each student?

Mentee - I am really looking forward to watching you and the students while you do that. I am always afraid they will think I am treating them like little kids, and so I avoid teaching them processes that I think they really do need to learn.

Mentor - Great, so listen for not only my phrasing but also my volume, tone, and pacing. You might want to also note how I use reinforcing and reminding language. I will step back so you can facilitate the two background readings. I will be right there with you during those times. We can use a strategy called "teach, pause, discuss". Anytime you want to pause in your teaching for us to discuss how it's going or if you have any wonderings, you can just pause and we can take a quick time-out to discuss. At the beginning of the lesson, I'll explain to the kids how it's going to go so they're not surprised.

Mentee - So I'll just, pause?

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

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

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

Mentee - Sure.

Mentor - And then once you get the kids started with each of the readings and small group discussions, you and I should share the role of going around and using the Discussion Tracker to collect data about each student.

Mentee - That sounds like a great plan to me!

Mentor - No problem - so I think to get ready to observe the students while they're working, we should take some co-planning time to review the lesson content now. Then, we can discuss what we might hear from students...
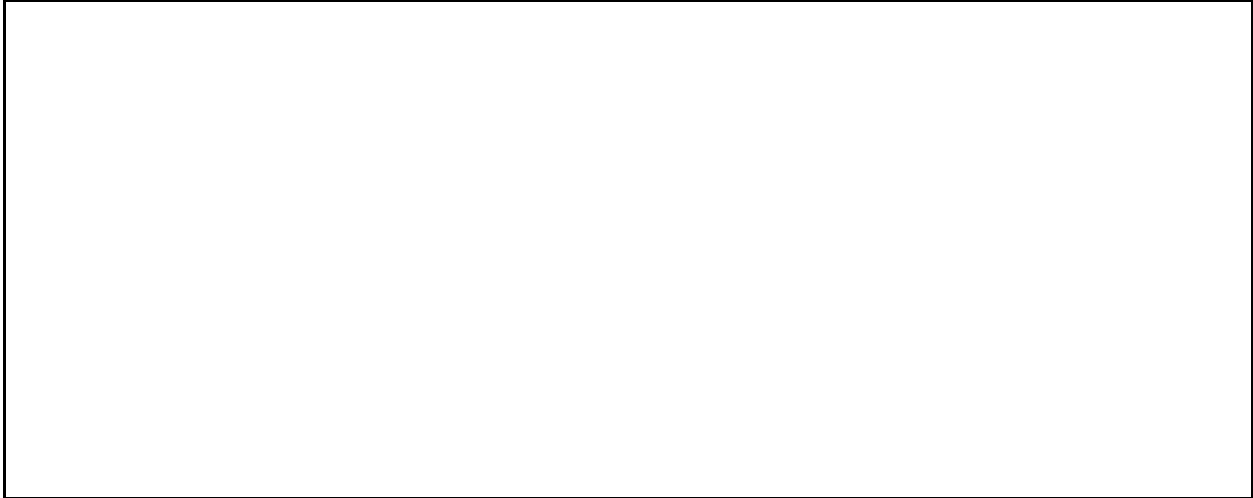
TRY IT OUT: Look-Fors Checklist

Look-Fors	Observation Notes
● Use Discussion Tracker to record student responses during large and small group discussion	

Look-Fors Checklist

Look-Fors	Observation Notes

Video: Co-Teaching a Lesson

Reflect on Co-Teaching

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

Debrief Co-Taught Lesson

● Mentor and mentee both reflect using look-fors

● What worked and what can be improved upon

● Review the lesson impact on student learning

● Reflect on co-teaching and how to strengthen in the future

Co-Teaching: Debrief the lesson

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

Co-Teaching: Debrief the lesson

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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?		

Debriefing Conversation Transcript (Segment)

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

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

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

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

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

Mentee - I really liked how we had the lesson divided up ahead of time because I knew exactly what areas I needed to focus on. I also liked how I got to see you in action working with the students when you introduced the 4Ls of Academic Discourse. I gained some new ideas on how to do that.

Mentor - That's wonderful! I also thought you did a great job using Teach, Pause, Discuss. In fact, when you used it during the Populism definition discussion, our conversation made me understand something in a new way. Is there anything looking back, that you would change or modify about how the lesson went?

Mentee - Hmmmm, let me think for a minute. Maybe the pacing. I think because there were two of us monitoring using the Discussion Tracker, we really got into it and lost track of time a little bit. I didn't get quite as far as I had hoped in the lesson.

Mentor - I agree with you on that point. And I think that's something that can happen when you're monitoring student work, especially if the kids are really into the work. Next time let's try setting a timer to help us take on track. So what are your top takeaways from this co-teaching experience?

[Mentor and mentee continue conversation]

Co-Teaching: Key Takeaway

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

Make a Commitment to Start the Year Strong!

1. How will you establish a strong relationship with your mentee?

2. How will you engage in beginning of the year mentoring?

Module 4-5 Survey

http://tinyurl.com/y5kyoz9c