	<p><b>Module 5:</b> Facilitating Classroom Discussion and Developing a Coaching Support Plan</p> <p>Secondary Universal Cohort</p> <p>July, 2019</p>
	<p>1</p>

●**Duration:** 30 seconds

●**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!

## 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.



2

- **Duration:** 1 minute
- **Facilitator says:** Let's just take a moment to remind ourselves about the overarching goals of the Mentor Training Course. Today's topics will really focus on that third overall goal, designing and implementing a coaching support plan to develop mentee knowledge and skills.

## YOU SAID . . .



Biggest takeaways

Current questions

3

● **Duration:** 4 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.

## “One Word”

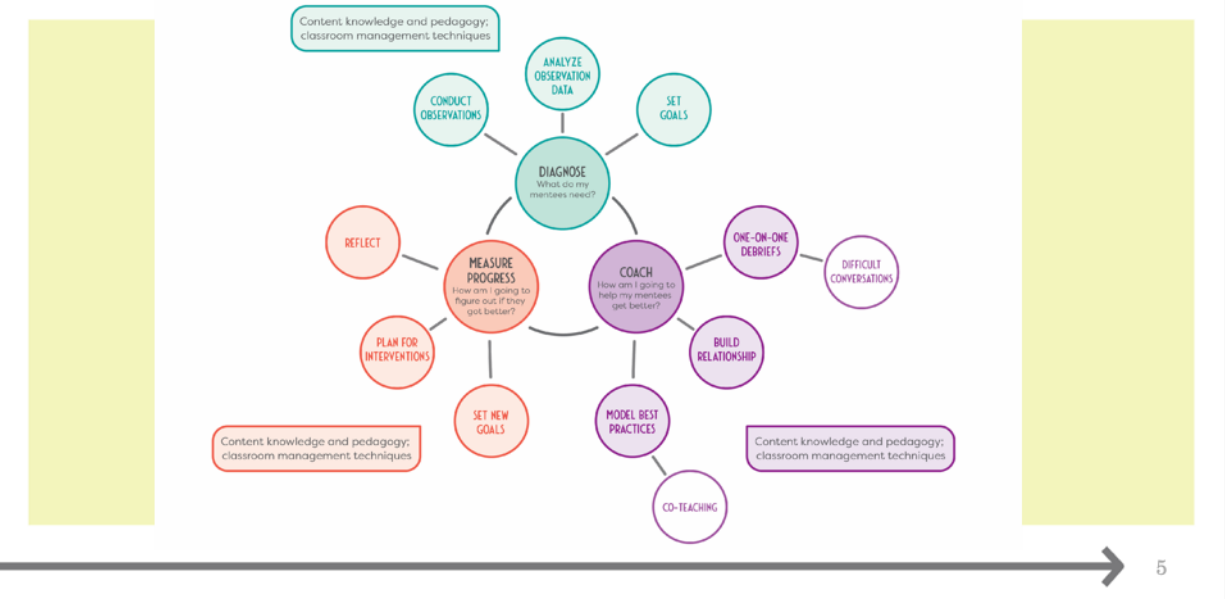


- **Make groups of 5:** Stand up and find 4 other people you haven't worked with very much so far in the course (1 minute)
- **Think Time:** Silently decide on 1 word that describes the practice of mentoring to you so far in the course (1 minute)
- **Share:** Share and explore the variety of words in your small group (3 minutes)
  - What's the meaning of each of the "one words"?
  - What examples and reasons are behind the choice of words?
- **Whiparound the room:** Each person calls out their word one at a time (5 minutes)
- **Discuss in groups:** Why does mentoring feel like this at this point? How might these feelings change once the school year starts? (4 minutes)

4

- **Duration: 15 minutes**
- **Facilitator says:** Today is the halfway point in your mentoring course, and your final module before the school year and your mentoring practice begins! So we're going to take a few minutes to get to know a few more of your fellow participants and to think a little about what "mentoring" means to you at this point halfway through the course. [Read activity instructions on slide].
- **Facilitator does:** Time keep and move activity along

# The Mentoring Cycle



● **Duration:** 1 minute

● **Facilitator Says:** The mentoring cycle is on page 3 of your handout. Remember, this is the mentor cycle that all of our work is grounded in. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today, we'll be zooming in on aspects of Coach and Measure Progress. By the end of the nine Modules we will have worked through all of the components of the cycle.

## Module 5 Morning 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.

6

- **Duration:** 2 minutes
- **Facilitator says:** 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. Today’s curriculum focus in on facilitating product student discourse in mathematics. For students to deeply master math, they must engage in productive conversations about math in class.

## Today's Agenda



- Welcome and outcomes
- Indirect and direct vocabulary instruction
- Text-based discussions
- Lunch
- Plan for Interventions
- Co-teaching best practices
- Wrap-up

7

- **Duration:** 1 minute

- **Facilitator says:** You will see our agenda on p. 4 of your packet. We will begin with our content focus on vocabulary instruction and text-based discussions, then move into our mentoring focus of setting goals and conducting one-on-one debriefs with your mentees.

## Our Working Agreements



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

8

- **Duration:** 5 minutes

- **Facilitator says:** Yesterday your team made a commitment to focus on one agreement. Take 4 minutes to 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.



## Building Knowledge Through Vocabulary Instruction

● **Duration:** 1 minute - begin at 9:00

**Facilitator says:** Let's take a closer look at vocabulary instruction, both how it establishes scaffolding for the reading of a content-rich nonfiction text and how state resources can support your work in developing this scaffolding.

## Do Now

### Grade 3

#### LEAP 2025 Excerpt - Redacted

1. **Read** the passage
2. **Write:** What is the main idea of this passage? Provide at least 2 details from the text to support your thinking.

Ready to give up?

10

**Duration:** 3 minutes

**Facilitator does:** Direct participants to the redacted LEAP passage on p. 5 of their handout and to the Do Now note page on p. 6 of their handout. After about 1 minute of independent reading time/struggle time, then click and ask "ready to give up?"

**Facilitator says:** Why was this difficult? If you were actually a student on test day, how would you feel right now?

**Facilitator does:** Invite a few participants to share out their reflections with the whole group.

**Look for:**

- Difficult because we didn't know half the words and have no idea what this text is really about (connect this to vocabulary and knowledge deficits)
- Likely to feel frustrated, defeated, confused

## What Would Help You to Understand the Passage?

Do we need more practice with main idea?

Should we practice and apply a strategy? Maybe it would help if we made text to self connections!

- Is the problem a lack of skills and strategies? Why or why not?
- What do you need in order to read and understand this text?

**Duration:** 3 minutes

**Facilitator does:** Click and read each question (these first two questions are rhetorical and don't require discussion):

- Do we need more practice with main idea?
- Should we practice and apply a strategy? Perhaps it would help if we made self to text connections?

**Facilitator does:** Click to reveal text in box and pose questions for participants to discuss. Invite participants to share their thinking with the whole group.

**Look for:** A lack of skill/strategy is not the challenge; it's a lack of knowledge and vocabulary that's preventing us from reading and understanding this text.

## What Does This Mean for Us?

**We owe our students a better experience reading than this.**

We have to help them get the **vocabulary** and **knowledge** of the world they need to be able to read complex text.

**Duration:** 15 seconds

**Facilitator does:** Read slide.

## What Is This Passage Actually About?

### The Inuit

Remote place

Canadian Arctic

Caribou herds

Teeming with life

Adapted

Inhabit

Various regions



**Duration:** 30 seconds

**Facilitator says:** This passage was actually about the Inuit – and here are a few of the key vocabulary words that were missing for us.

**Facilitator does:** Reveal what this passage was about and summarize some of the key vocabulary that was missing for us when we read the redacted version.

## Better?

In one of the most remote places in the world, the Canadian Arctic, a people have survived over a thousand years. They are the Inuit. For the Inuit, the Arctic is a place teeming with life. Depending on how far north they live, the Inuit find everything from caribou herds and polar bears to beluga whales. The Inuit have adapted themselves to the various regions they inhabit. At one time they were considered to be among the healthiest people in the world. This is no longer the case; the Inuit lifestyle has changed dramatically over the past decades. The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life.

Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world.

**Duration:** 1 min

**Facilitator says:** Let's now take a look at the passage with the vocabulary included.

**Facilitator does:** Have a volunteer read the passage aloud or have participants read it independently.

## The Importance of Vocabulary

- Nearly a century of research supporting the importance of vocabulary in reading comprehension  
*(Whipple 1925, NAEP 2013)*
- Vocabulary is the feature of complex text that likely causes greatest difficulty *(Nelson et al 2012)*
- Not knowing words on the page is debilitating to a reader

**Duration:** 45 seconds

**Facilitator says:** As you remember from our work with the baseball study, research supports the crucial role that vocabulary plays in reading comprehension.

Our experience in the do now reinforces that role. Today we're going to spend our time digging into this concept even further. We'll describe the differences between direct and indirect vocabulary instruction and make connections regarding how we can support students to grow vocabulary indirectly.

**Facilitator does:** Briefly review the findings on this slide.

**Research Sources:**

- Whipple, G.M. (1925). *Report of the National Committee on Reading*, IL: Public School Publishing.
- National Center for Education Statistics (2013). The Nations Report Card: Vocabulary results from the 2009 and 2011 NAEP reading assessments. *Institute of Education Sciences, U.S. Department of Education, Washington, D.C.*
- Nelson, J., Perfetti, C., Liben, D., & Liben, M. (2012). Measures of text difficulty: Testing their predictive value for grade levels and student performance. *Council of Chief State School Officers, Washington, DC.*

## 30 Million Word Gap

Category	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200-hour year	Words heard in 4 years
Professional Family Child	2,153	215,000	11 million	45 million
Working Class Family Child	1,251	125,000	6 million	26 million
Welfare Family Child	616	62,000	3 million	13 million

(Hart and Risley, 1995)

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**Duration:** 2 minutes

**Facilitator says:** Let's take a closer look at the research – here is a well known study from Hart and Risley. They wanted to see what was happening in children's earliest years that might account for the drastic differences they saw in rates of vocabulary growth in 4 year olds.

**Facilitator does:** Orient participants to the table – provide participants a moment to review the data on their own.

**Facilitator says:**

- What does this study tell us?
- What stands out most to you?

**Look for/Emphasize:**

- There is a 30+ million word gap between a child whose family is on welfare and a child from a professional/upper class family.

**Facilitator does:** Click to reveal title of slide. So what impact does this 30 million word gap have?

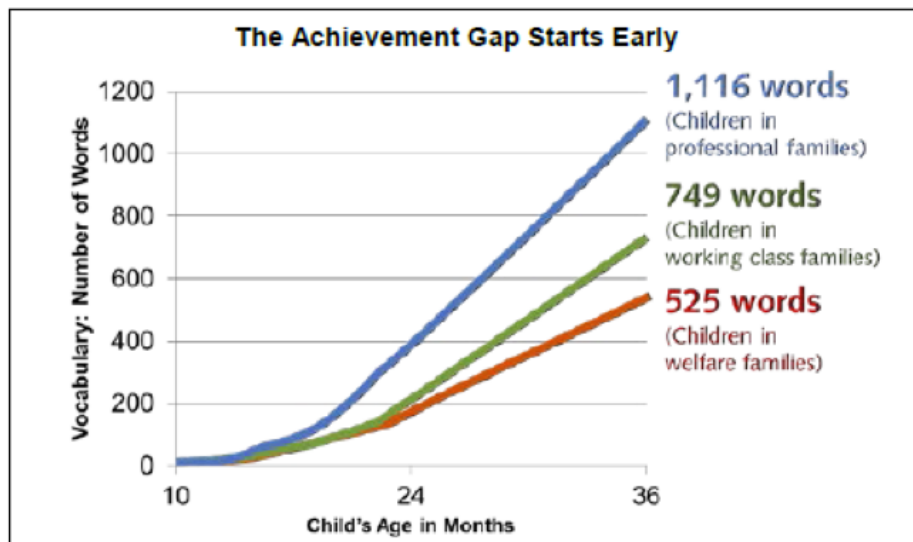


**Additional Context for Facilitators:**

- Longitudinal study with 42 families who participated for three years
- Goal of the study: Researchers wanted to see what was happening in children's earliest years that might account for the drastic differences they saw in rates of vocabulary growth in 4 year olds. Specifically, they wanted to see what was different about the experiences of children growing up in welfare (low SES) households vs. middle and high SES households.
- They observed, recorded and analyzed more than 1300 hours of interactions between parents and children.

**Source:** Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27(1), 4-9.

## Words Heard -> Words Known



(Hart and Risley, 1995)

17

**Duration:** 2 minutes

**Facilitator says:** This 30 million word gap in # of words heard leads to a gap in the number of words these children know.

**Facilitator does:** Briefly orient participants to this graph – emphasizing that while the previous table highlighted the # of words heard in these households, this graph highlights the # of words those children know. The red line represents children in welfare families, the green line represents children in working class families and the blue line represents children in professional families.

**Facilitator does:** Invite participants to share out their reflections on this data set:

- What do you notice? What stands out to you?
- What do you notice is happening over time? What conclusion could we draw? If we extended this graph by another 5 years, another 10 years....what do you think it would look like?

**Look for/emphasize:**

- # of words heard directly impacts the # of words known
- This gap gets word over time
- If this graph was extended, the gap in words known between children in

professional families and children in welfare families would be drastic

**Source:** Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27(1), 4-9.

## Our Locus of Control

### We can't...

Control the number of words a child hears at home between birth and age 4

### We can...

Ensure they learn an adequate number of vocabulary words each year

**Duration:** 30 seconds

**Facilitator says:** While the Hart and Risley data is sobering, it doesn't mean we cannot change the outcome for these students!

**Facilitator does:** Click; then read box 1.

**Facilitator does:** Click; then read box 2.

## What's the Magic Number?

How many words do most college educated adults **know**?

A good estimate is about 20,000-35,000

*(The Economist, 2013)*

**Duration:** 30 seconds

**Facilitator says:** So what is that magic number? If our ultimate goal is to prepare all students for College and Career, how many words do most college educated adults know? A good estimate is between 20,000 – 35,000 words.

**Source:** The Economist. (2013, May 29). Vocabulary Size: Lexical Facts [Blog Post]. Retrieved from <https://www.economist.com/blogs/johnson/2013/05/vocabulary-size>

## What Does That Mean for One School Year?

Students need to learn 2300-3000 words  
per year between Kindergarten – Grade 12

(Hart & Risley, 2003)

**Duration:** 15 seconds

**Facilitator says:** That means...students need to learn 2300-3000 words PER YEAR between Kindergarten – Grade 12 to be prepared for college or career.

**Source:** Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27(1), 4-9.

## Let's Do the Math

Assuming there are 40 weeks in the school year, how many words would students need to learn each week in order to learn 2400 words?

**Duration:** 2 minutes

**Facilitator says:** Let's do the math on this.

**Facilitator does:** Read the question and have participants do the math and share out.  
· Answer: 60 words per week.

## Wait...What?!



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**Duration:** 30 seconds

**Facilitator does:** Read slide. Gauge participant reactions here (i.e. “who is thinking this exact same thing right now? Who is feeling a little stressed or anxious about this? Why?)

**Image source:** <https://pixabay.com/en/upset-overwhelmed-stress-tired-2681502/>



## Of Course Not!

Research tells us that there's a more effective and efficient way that students can grow their vocabulary!

- **Review** the research snapshots in your handout.
- **Discuss:**
  - What does this research tell us about how students acquire vocabulary?
  - How have you seen this play out in your own classroom?

**Duration:** 5 minutes

**Facilitator says:** Of course not! Luckily, there's a quicker, easier and more effective way for students to learn vocabulary than by memorizing word lists. Take a moment independently to review these research snapshots on p. 7 in your handout

**Facilitator does:** Provide a moment for independent review. Then click to reveal discussion questions for participants to discuss with a partner or at their tables. Afterwards, invite participants to share out with the whole group.

**Look For:** Students acquire vocabulary by reading a volume of texts on a topic.

**Facilitator says (emphasize):**

- Contrast using the text sets in the Guidebooks to the typical way we teach content within our disciplines - where we skip around from topic to topic, plants today, tree mammals tomorrow, the colonies the day after. Instead we need to spend time reading several texts **within the same topic** in order to build knowledge and vocabulary faster. With the huge volume of words and huge bodies of knowledge that students need to learn, we **can't afford** to not use the most effective, fastest way to gain this knowledge.
- The research referenced here is what led to the creation of the idea of text sets: a

thoughtfully sequenced series of texts designed to build knowledge and vocabulary.

**More Information for presenters:**

- Cervetti, Wright and Hwang study: They created a text set including about 5 texts on birds and another one with 5 texts on different topics. They then embedded about 10 of the same words in each set and measured how many of the 10 common words were learned in each condition. Students reading the bird set learned much more of the 10 words.

**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.

## What Does This Tell Us?

Students need to spend time reading several texts **within the same topic** in order to build knowledge and vocabulary faster.

**Duration:** 30 seconds

**Facilitator does:** Read slide. Emphasize key point below.

Key Point: When we say “same topic” we mean a focused topic, or a conceptually related topic. Reading about a topic that is too broad (i.e. “birds”) doesn’t have the same vocabulary-building benefits as reading about a more focused topic (i.e. biological differences in birds that migrate vs. birds that do not).

## Think About It

Why do you think reading a series of texts on the same topic builds vocabulary faster?

**Duration:** 1 minute

**Facilitator does:** Pose question and invite participants to share their thinking with the whole group.

**Important note:** The idea here is to surface what people think is the main reason. They are likely to say repeated exposure to the same word, which is true but only PART of the answer. You will explain the other part of the answer on the next slide.

## The Reasons

### Why does reading a series of texts on the same topic build vocabulary faster?

1. Repetition of a word in context (repeated exposure)
1. Builds a mental schema which helps infer new words more easily

(Adams, 2009) (Landauer & Dumais, 1997)

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**Duration:** 1 minute

**Facilitator says:** Repetition of words is PART of the reason...but I want to point out that students can grow their vocabulary through reading a series of texts on the same topic even when they do not encounter the same word in multiple texts. The second (and most important) aspect of text sets that leads to vocabulary acquisition brings us back to the concept we talked about with the Baseball Study.

**Facilitator says:** Once students have a schema, they now have something to attach their new learning to. Knowledge builds more knowledge....this makes it easier for students to make connections between new words and their prior knowledge.

**Key Point: Most people miss point to so we want to emphasize it strongly here.**

- Text sets build knowledge even WITHOUT repetition of the same word, through the power of schemas, aka “mental Velcro.” For more on this element see Marilyn Jager Adams and Landauer and Dumais.

**Research Sources:**

- Adams, M. J. (2009). The Challenge of Advanced Texts: The interdependence of reading and learning. In E. H. Hiebert (Ed.), Reading More, Reading Better: Are American students reading enough of the right stuff? Retrieved from

<http://www.childrenofthecode.org/library/MJA-ChallengeofAdvancedTexts.pdf>

- 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. Retrieved July 19, 2016, from <http://lsa.colorado.edu/papers/plato/plato.annotate.html>

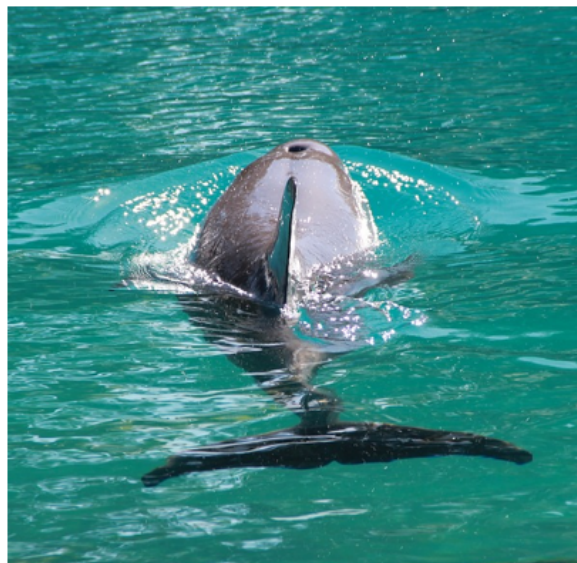
## How Does This Work?

### Scenario:

Students reading a text set on sea mammals

### Student Schema:

Sea mammals live and eat under water but they must come above water in order to breathe air.



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**Duration:** 1 minute

**Facilitator says:** So how does this work? Let's imagine a scenario. Students have been reading a text set on sea mammals. They may have seen words like "mammal" and "habitat" repeatedly. But then they are reading a new text and come across a word they have NEVER SEEN before. But the students have gained a lot of KNOWLEDGE about sea mammals. For example they know that sea mammals lives are defined by breathing above water and then living and eating below water and that they are constantly going up to get air then down to get food.

**Facilitator does:** Click to reveal image.

**Facilitator says:** Imagine students have this picture, or this "schema" in their mind when they read about sea mammals. How likely is it that students can then infer the meaning of an unfamiliar word they've never seen before?

**Image source:** Public Domain

- <https://pixabay.com/en/dolphin-sea-marine-mammals-animals-2709809/>

## Infer the Meaning

The dolphin \_\_\_\_\_ to the surface of the water to breathe.

**Duration:** 45 seconds

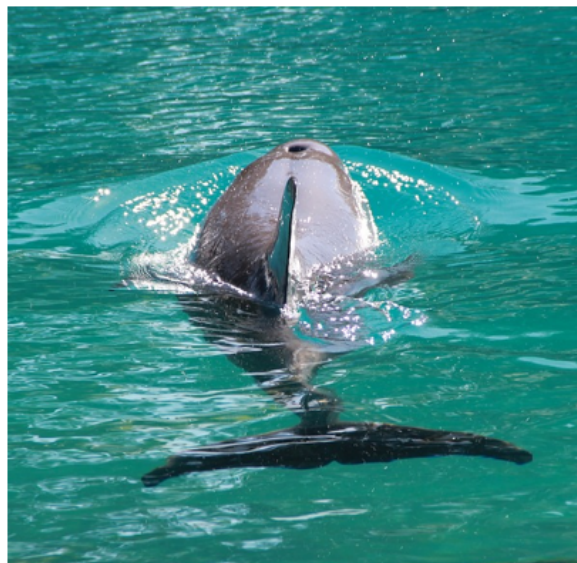
**Facilitator says:** In this example, the unfamiliar word is represented by the blank. Without knowing the actual word can you infer the meaning of the word that goes in the blank?

**Facilitator does:** Allow for participants to share their guesses with the group (likely to say “rises”)



## Schema Matters

The dolphin ascends to the surface of the water to breathe.



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**Duration:** 45 seconds

**Facilitator says:** If students had this schema in mind they would likely acquire the word “ascend” quickly and effortlessly, often on the FIRST or maybe second exposure. If they didn’t have this knowledge already in which case it might take them 5 or 6 exposures in context (or more) before they were able to figure it out. It’s important to point out that this schema doesn’t just help students figure out the new word – it really helps to make this new word “stick” because they have something to connect it to. Knowledge helps acquire new knowledge and vocab *faster* and *easier*, by acting like mental Velcro, so new information “sticks.” With just a little more instruction, students could also easily learn the words, “descend” and “surface” as well.

Remember our work with the Pacific Cod text set? Many of you noted how helpful the images in the second article (which would be the first in a classroom setting) were in building your understanding of “bycatch,” a key vocabulary term in the research report we had to decipher in order to complete the culminating activity.

**Photo Source:** Public Domain

- <https://pixabay.com/en/dolphin-tale-fish-wildlife-ocean-1547070/>

## Let's Take a Step Back

How do students learn new vocabulary?

Two Instructional Approaches

Direct  
Vocabulary  
Instruction

Indirect  
Vocabulary  
Instruction

**Duration:** 30 seconds

**Facilitator says:** Words can be learned both...

**Facilitator does:** Click and say "directly. And..."

**Facilitator does:** Click and say "indirectly"

## Direct vs. Indirect Vocabulary Instruction

### Direct

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)

### Indirect

Students learn vocabulary indirectly when they hear and see words used in many different contexts. Conversations, read-aloud experiences, and independent reading are essential.

*National Reading Panel, 2000*

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**Duration:** 1 minute

**Facilitator does:** Have participants review the two descriptions in their handout on p. 8. Then have them summarize with a partner what is meant by indirect and direct vocabulary. Afterwards, invite a participant to share out with the whole group. Clarify as needed:

Emphasize that direct instruction does not mean arbitrary vocab lists each week – direct instruction is most effective when it is done with words in context (i.e. vocab words from the text). Also remind participants of the limitation of direct vocabulary (we can't directly teach the sheer volume of words students need to acquire each year).

**Research Source:** Langenberg, D. et al. (2000) Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. *National Reading Panel*.

## Direct or Indirect?

The vocabulary guide lists five ways to “speed up vocabulary growth for all students”

- **Review** the list
- **Determine** whether the strategy is an example of direct or indirect vocabulary instruction
- **Label** each approach (D or I)

**GUIDEBOOKS 2.0 ELA VOCABULARY**

The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. At the heart of being able to read and understand complex texts is the ability to decode words automatically and fluently and determine how they work together in sentences to produce meaning. Having “language sense” combined with other factors, such as having robust background knowledge and a wide vocabulary, is a key determining factor in what makes a student able to read and understand complex texts (Shanahan, Fisher, & Fry 2016).

The size of a reader’s vocabulary directly affects how well that person can read a complex text. While there are multiple ways to learn vocabulary, research has shown that most vocabulary is learned through reading. Thus, those who can read well get better at it as they get older, and those who don’t read well get worse at it as they get older.\*

**To speed up vocabulary growth for all students, teachers can:**

- 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.

How does reading a series of texts on the same topic speed up vocabulary learning? The way we store words in our brains is an ever-shifting net. As we learn new words, we connect them to words that have already been learned. When we read the word “joyful,” we tag it to “joy” and “happy”; we may also tag it to “upset” and “sad.” Knowing that “joyful” is the opposite of “sad,” or that “joyful” and “joy” are similar things but are in different forms, helps us to know more about the meaning of these words. As we read more words in different contexts, our nexus of words grows in size and the connections among words grow stronger, allowing us to know the meaning of more words from reading than we can be taught directly (Adams 2006).

Learning words in English is about making connections. The goal of teaching vocabulary in ELA should be to build students’ understanding that one word can have varied, but related, meanings, depending on context. This means that students must be reading the same words in multiple contexts. For example, as we encounter the word “challenging” across multiple texts, it also helps grow our understanding of “difficult,” “challenging,” “risky,” and “obstacles.”

Growing students’ vocabulary knowledge is a critical goal of the ELA Guidebooks 2.0 units. Each unit is organized as a series of texts on the same topic. By design, the units provide content for students to grow their vocabulary knowledge at a rapid rate. That said, additional work can be done with words and phrases in the units outside of the instruction provided in the guidebooks. The following page provides a recommended process to support this work.

**Duration:** 5 minutes

**Facilitator does:** Review directions and point participants to the excerpt from the vocabulary guide in their handout on p. 8. Provide time for participants to label each example.

**Facilitator does:** Debrief after independent work time (answer key below).

**Answer key:**

- Read aloud texts that are written at a level above what students can read independently. (I)
- Engage students in studying the language of complex texts through work with mentor sentences. (D)
- Ensure students have an opportunity to read a large volume of texts for interest and pleasure. (I)
- Prompt students to read a series of texts on the same topic. (I)
- Teach words and phrases that demand more teaching time. (D)

**Image Source:** ELA Guidebooks

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



## To Start...

### How do students learn new vocabulary?

#### Two Instructional Approaches

Direct  
Vocabulary  
Instruction

Indirect  
Vocabulary  
Instruction

**Duration:** 30 seconds

**Facilitator says:** For our purposes now, we are going to focus on indirect vocabulary instruction. We will be exploring direct vocabulary instruction next.

## Speeding Up Vocabulary Growth Indirectly

- Read aloud texts that are written at a level above what students can read independently.
- Prompt students to read a series a texts on the same topic.
- Ensure students have an opportunity to read a large volume of texts for interest and pleasure.

**Duration:** 45 seconds

**Facilitator says:** These are three primary methods for increasing vocabulary acquisition indirectly that you just identified from the vocabulary guide. While this third strategy (a volume of independent reading for interest and pleasure) takes place outside of whole group instruction and across a student's day/week, these other two strategies can be built into daily instruction. Students need frequent opportunities for reading aloud complex texts, and there should also be times when teachers have students read a series of texts on the same topic.

**Facilitator does:** Click to reveal red box.

**Facilitator says:** Now let's take a closer look at how we can leverage these first two strategies for speeding up vocabulary growth indirectly...

## How Does Each Example Support Vocabulary Growth?

- **Analyze** each of the 3 curricular samples in your handout.
- **Discuss:**
  - Which **indirect vocabulary strategy** is each one an example of?
  - How does this example support vocabulary growth? Be specific!

**Duration:** 15 minutes

**Facilitator does:** Review the directions. Point participants to the materials in their handouts and have them work with a partner. Circulate during work time. Participants should record their thinking in the chart on p. 9.



## Let's Discuss!

- Which indirect vocabulary strategy is each one an example of?
- How does this example support vocabulary growth? Be specific!

**Duration:** 6 minutes

**Facilitator does:** Divide the room into thirds. Assign each section of the room an example to share out about. For instance, the tables in the right side of the room share out about example 1, the tables in the center of the room share out about example 2, the left side of the room share out about example 3. Facilitate debrief around these questions for each example (2 minutes per example).

**Look for/Emphasize:**

**Example 1:**

- Approach: Complex text being read aloud
- Builds vocabulary: students are hearing new vocabulary words read accurately by a fluent reader; able to attach these words to their schema on intelligence that's being built in this unit; learning specific definitions of specific types of Intelligence (which is building their knowledge for the extension task, as well)

**Example 2:**

- Example of: reading a series of text on the same topic
- How does it support vocabulary growth: all of these texts are related to intelligence; building students schema of intelligence that will help them attach meaning to new words and make connections between new words and existing

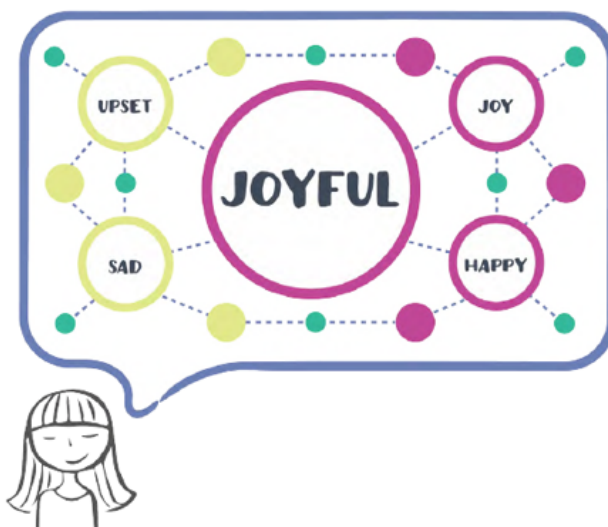
knowledge

**Example 3:**

- This is an example of both!
  - Students heard complex text read aloud in “What’s an Inkblot” (they also read this text multiple times (lessons 5-7) and also evidence of students engaging in a text set on a topic
  - Students reread and focused on quotes from the text that specifically built knowledge and vocabulary they would need to complete the culminating discussion question in lesson 8: “How useful are projective tests in determining Charlie’s suitability for the experiment:
  - Important to point out: some evidence of direct vocabulary instruction pointed out in the teaching notes of lesson 5 (“as needed, define these words in context”)

## Why Is Indirect Vocabulary Instruction So Powerful?

- As we come across and learn new words, we connect them to words that have already been learned
- As we read more words in different contexts:
  - Our nexus of words grows
  - The connections between words grows stronger



*Adams (2009) as cited in Vocabulary Guide*

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**Duration:** 1 minute

**Facilitator says:** To summarize...why is indirect vocabulary instruction so powerful?

**Facilitator does:** Read bullet 1, then give example:

- When we read the word “joyful,” we tag it mentally to “joy” and “happy”; we may also mentally tag it to “upset” and “sad.” Knowing that “joyful” is the opposite of “sad,” or that “joyful” and “joy” mean similar things but are in different forms, helps us to know more about the meaning of those words.

**Facilitator says:** As we read more words in different contexts, our nexus of words grows in size and the connections among words grows stronger, allowing us to know the meaning of more words from reading than we can be taught directly (Adams 2009).

**Image Source:** *Louisiana ELA Guidebooks 2.0 Vocabulary Guide*

**Research Sources (as cited in the Vocabulary Guide):**

- Adams, M. J. (2009). The Challenge of Advanced Texts: The interdependence of reading and learning. In E. H. Hiebert (Ed.), *Reading More, Reading Better: Are*

American students reading enough of the right stuff? Retrieved from <http://www.childrenofthecode.org/library/MJA-ChallengeofAdvancedTexts.pdf>

- 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. Retrieved July 19, 2016, from <http://lsa.colorado.edu/papers/plato/plato.annotate.html>

## Capture Your Learning

- What is indirect vocabulary instruction and why is it so important?
- Name and describe two specific 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 his/her context?

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**Duration:** 5 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 on p. 20. In addition to considering how you will help your mentee, think about how this learning will support your efforts as you prepare and submit for the following microcredentials: Adapting High Quality Materials to Meet Student Needs and Developing Content-Rich Text Sets.

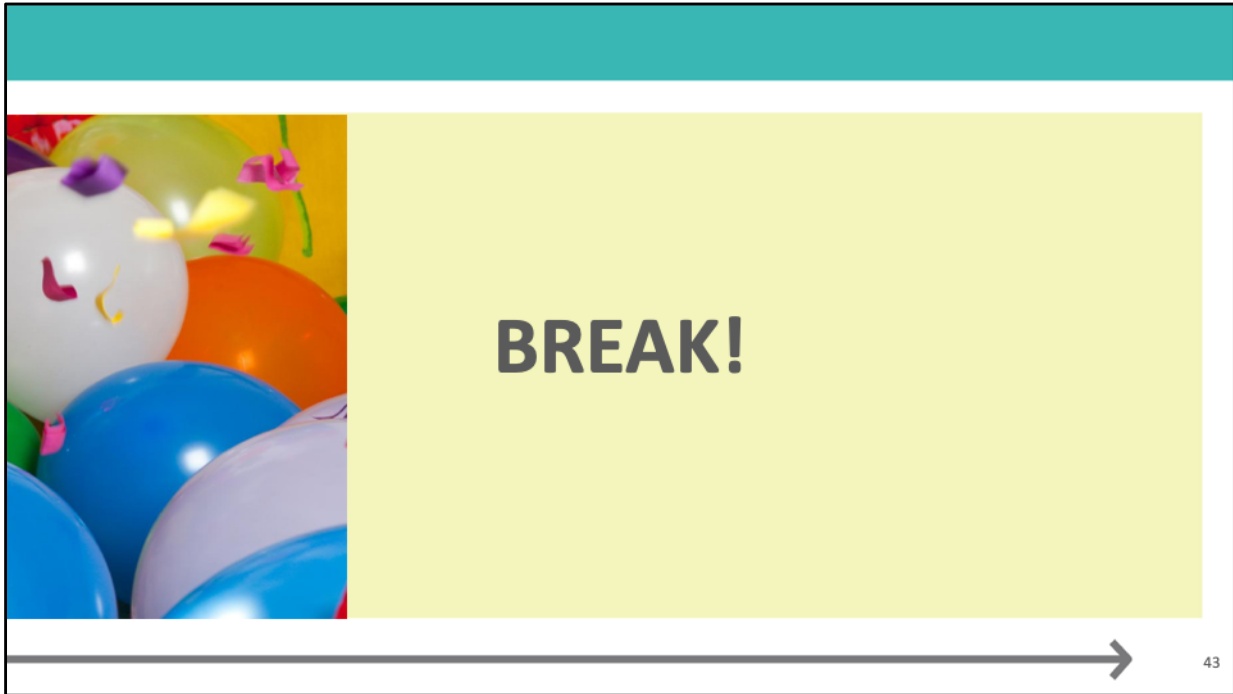
**Facilitator does:** Direct participants to their note catchers, where they have space to "capture their learning" from today's session. Provide time for participants to record their thinking in response to the questions on the slide.

**Key Points:** Teachers support students in growing their vocabulary indirectly through:

- Read aloud texts that are written at a level above what students can read independently.
  - Students have multiple at bats with these texts (multiple reads)
  - Hearing new vocabulary being read by a fluent reader
  - Engaging in discussions about the text (hearing the new vocabulary used by their peers and having opportunities to use them in their own text-based

responses)

- Prompt students to read a series a texts on the same topic.
  - Evidence of text sets, building knowledge in the guidebooks that provide a schema for students to attach new learning and acquire words more quickly
- Engage in a volume of reading (this can and should happen outside of whole group instruction)



●**Duration:**15 minutes Begin at 10:00

## Do Now

### 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<sup>4</sup> Vulcan, whose forge<sup>5</sup> 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,<sup>6</sup> 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.

- **Read** "The Story of Prometheus – Part II"
- **Highlight** vocabulary words you think may be important to teach within this text
- **Discuss:** Which words did you highlight and why?

**Duration:** 6 min

**Facilitator does:** Review directions and point participants to the excerpt in their handout on p. 21-22. Provide 4 minutes of independent work time, then click to reveal the discussion prompt and have participants discuss at their tables or with a partner. Don't do a whole group debrief at this time. Provide framing that we will be revisiting this text and re-thinking our word choice later in this session.

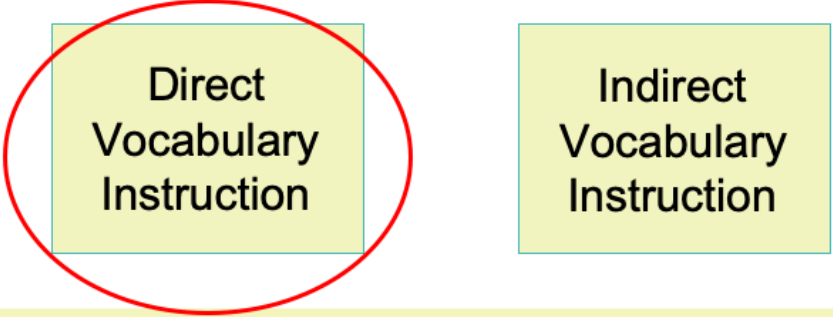
**Facilitator says:** We will be returning to this text and our word choice a little bit later in this session.



## To Continue...

How do students learn new vocabulary?

Two Instructional Approaches



Direct  
Vocabulary  
Instruction

Indirect  
Vocabulary  
Instruction

**Duration:** 30 seconds

**Facilitator says:** We will be now explore direct vocabulary instruction.

## Revisit Direct vs. Indirect Vocabulary Instruction

### Direct

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)

### Indirect

Students learn vocabulary indirectly when they hear and see words used in many different contexts. Conversations, read-aloud experiences, and independent reading are essential.

*National Reading Panel, 2000*

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**Duration:** 30 seconds

**Facilitator does:** Provide brief overview of direct vocab instruction using the notes on the slide, and explain how it is different from indirect vocabulary instruction.

The main differences include:

- Direct instruction of the word by the teacher
- Students have opportunities to practice using the word/understanding its meaning
- Can include word study (i.e. analyzing root words and affixes)

**Facilitator says:** Now, we are going to focus specifically on direct vocabulary instruction.

**First...**

## What does Direct Vocabulary Instruction look like?

Words that require less  
time and attention

Words that require  
more time and  
attention

**Duration:** 30 seconds

**Facilitator says:** Let's start by examining what direct vocabulary instruction looks and sounds like. It's important to point out that this might look different depending on the word!

**Facilitator does:** Click to reveal arrow.

**Facilitator says:** Direct instruction will look one way for words that require less time and attention. And it will look another way for...

**Facilitator does:** Click to reveal arrow and text. Read the text.

**Facilitator says:** In the second half of this session we will explore how exactly to distinguish between words that require more or less attention. For now, we want to focus our attention on what direct instruction looks like for both of these categories of words.

## Sometimes, A Quick Explanation Will Do

“In the first place, he ordered his **blacksmith** Vulcan, whose **forge** 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.”



A **blacksmith** is a person who makes objects out of metal and a **forge** in this case is like the blacksmith's workshop – it's the large open fire he uses to heat the metal.

**Duration:** 1 minute

**Facilitator says:** For words that require less time and attention, a quick explanation might do!

**Facilitator does:** Read aloud quote from Prometheus Part II. Then click to reveal image and text bubble. Provide quick in the moment definitions for the two bolded words by reading what's in the text bubble.

## But Other Times...

Words need more time and attention!



**Duration:** 30 seconds

**Facilitator says:** In that example you can see how we could provide very quick, in the moment definitions of these two words in context. The teacher simply broke out of their read aloud and provided a quick definition of two very concrete words and then moved back into the read aloud. Sometimes, that's enough! Other times...

**Facilitator does:** Click and read text.

**Facilitator says:** What does it look like to spend more time and attention on words when providing direct vocabulary instruction?

**Facilitator does:** Click to reveal hat.

**Facilitator says:** Now put on your student hats and let's experience it from a student's perspective!

## Put On Your Student Hat!

“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 the 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 the them every day of their lives, and they would never have had any joy or hope as long as they lived.”

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**Duration:** 1.5 minutes

**Facilitator does:** Read aloud the excerpt from Prometheus part II on the slide.

**Facilitator says:** I want to take a moment to talk about this word “foreboding.” Here it is used as a name, and normally we wouldn’t spend so much time focusing on a name or a proper noun – but as we learned in Prometheus Part I – names of characters or creatures in this case are based on key words that describe that character. For instance, we learned that Prometheus was known as forethought, which means to think far ahead.

## Go Back Into the Text



- **Re-read** this section of the text
- **Identify** evidence from the text that supports us in understanding what the word “foreboding” means

“If he had gone out into the world, men would have known from childhood just what troubles were going to come to the them every day of their lives...”

**Duration:** 3.5 minutes

**Facilitator says:** So let’s think now about this creature’s name foreboding. What does the word “foreboding” mean as it is used here? Re-read the text and find evidence from the text that helps us understand the meaning of this word.

**Facilitator does:** Have participants turn and talk with a partner to discuss the meaning of the word and identify evidence from the text that supports them in understanding that. Probe as necessary: what would have happened if the creature named Foreboding had been released into the world?

**Look for:**

- Foreboding means knowledge of impending doom/forecasting future evil or harm
- Evidence: “men would have known from childhood just what troubles were going to come to them every day of their lives.”

## Examine the Word Parts

### Foreboding

Are there are any word parts that can help us determine the meaning of this word?

**Foreshadow**  
**Forecast**

**Forefront**

**Foresee**

**Foreground**

**Duration:** 2.5 minutes

**Facilitator says:** If we want to confirm the definition we just inferred from the text or we still aren't sure we can also look to see if there are any word parts that help us out. Here I see the prefix "fore." I have seen this prefix a lot! Let's think of some words that have the prefix "fore."

**Facilitator does:** Click to reveal words

**Facilitator says:** I want everyone to pick one word up here that is familiar to you and think about what it means.

**Facilitator does:** Invite participants to share out (for at least two different words). As needed probe, for example: "Forecast" I've seen that word as in "weather forecast" on the news. What is a weather forecast?

**Facilitator says:** So what does this prefix "fore" mean?

**Facilitator does:** Connect back to the definition we just inferred from the text and confirm that it makes sense based on the prefix "fore"



**Look for:**

- Before or front

## Define It



### Foreboding

A feeling that something bad is about to happen

*As the black clouds began to gather and spin, a sense of **foreboding** filled me – I knew a tornado was just moments away from touching down.*

**Duration:** 1 minute

**Facilitator says:** So let's define this word based on what we just identified in the text and in the word itself.

**Facilitator does:** Read definition and click to reveal example sentence to show this word in a different context.

## Explain It



**Convey/explain** the meaning of the word  
“foreboding” using your own words and/or  
pictures

**Duration:** 1 minute

**Facilitator says:** Do this in your handout on p. 23.

## Make Connections

### Work with a Partner



1) Complete the analogy:

Foreboding is to \_\_\_\_\_ as ecstatic is to happy.

2) Generate as many synonyms for the word foreboding as you can.

**Duration:** 3 minutes

**Facilitator says:** Let's solidify our understanding of the word foreboding by making connections between this word and other words. Invite participants to work with a partner to generate responses to complete these two tasks in their handout on p. 23.

## Application



Generate a new sentence using the word  
foreboding

My New Sentence

**Duration:** 3.5 minutes

**Facilitator does:** Have participants do this independently in their handout on p. 23 and then share with their partners or at their tables; if time allows, invite some participants to share out.

## Protocol for Direct Vocabulary Instruction

- **Independently Review** the “General Protocol for Explicitly Teaching Vocabulary” that is found in the Guidebooks Vocabulary Guide
- **Discuss:** What specific actions did we take to address the steps outlined in this protocol?

**Duration:** 5.5 minutes

**Facilitator says:** What we just experienced was a protocol for direct vocabulary instruction.

**Facilitator does:** Point participants to the protocol in their handout (p. 24) and review the first direction. Provide one minute of independent review time (**CM3\_6-8\_Combined handouts**).

**Facilitator does:** Click to reveal discussion prompt and encourage participants to think back to the protocol we just experienced and engaged in. Encourage participants to connect specific examples of the actions we took to the language outlined in this protocol.

**Facilitator says:** I want to point out that steps 3-5 MAY take place within the same lesson, but they may also happen as homework or over the course of several lessons after the word has initially been introduced. Steps 3-5 do not need to take place in the moment! I also want to point out an important point with steps 4 and 5: There are lots of ways students can make connections between words – they can lists synonyms and antonyms for the words, they can place the word with similar words along a spectrum to show levels of intensity (i.e. content, glad, happy, ecstatic), they

can write and complete analogies, etc.

**Note:** Vocabulary templates in the Guidebooks:

<https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/semantic-mapping.pdf?sfvrsn=6>

## Now the Question Is...

### Independently

**Read** the excerpt from “Which Words Do I Teach and How?”

### Discuss:

- Which words merit relatively less time and attention?
- Which words merit relatively more time and attention?

**Duration:** 5 minutes

**Facilitator does:** Now we have a good understanding of what direct vocabulary instruction is and what it looks like. But now the question is... how do I distinguish between words that deserve more time and attention from those that require less time and attention? Point participants to the excerpt in their handout (p. 25) and provide 1.5 minutes of independent reading time. Then, click to reveal discussion prompt and have participants discuss at their tables. Afterwards, check for understanding by inviting participants to share out with the whole group.

**Note:** The “look fors” for these questions are on the next slide.

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



## Systematic Approach to Vocabulary Instruction

### Which words merit relatively less time and attention?

- Concrete Words
- Words with single meanings
- Words reflecting meanings are part of students' experience
- Words unlikely to show up again

### Which words merit relatively more time and attention?

- Abstract words
- Words with multiple meanings
- Words reflecting unfamiliar meanings
- Words that will occur commonly in academic texts
- Words that are part of a word family

**Duration:** 1 minute

**Facilitator does:** Spend more or less time on this slide depending on what participants shared in the debrief. Use this slide as an opportunity to clarify any questions or misconceptions.

## Very Directly...

**We must address:**  
Words that are central to the meaning of  
the text!

**Duration:** 30 seconds

**Facilitator says:** You may still be thinking there are a lot of words to teach! A key takeaway to keep in mind particularly as you prioritize which words to teach is that WE MUST address words that are central to the meaning of the text. In other words, if students do not know the meaning of this word it will impede their ability to understand the text. These words are core to the text and must be explicitly addressed. It's important to point out that the list of criteria we just examined applies to these core words – it doesn't mean that because they are core to the central meaning of this text that they need more time and attention. If it's a concrete word like "blacksmith" that could still be addressed relatively quickly!

## Let's Practice!

### 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<sup>4</sup> Vulcan, whose forge<sup>5</sup> 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,<sup>6</sup> 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.

- **Find** at least one example of a word that merits relatively **less time** and attention
- **Find** at least one example of a word that merits relatively **more time** and attention

**Duration:** 6 minutes

**Facilitator does:** Review directions and have participants work with a partner to add one word to each column of the t-chart in their handout on p. 26. Push participants to think in terms of these "categories" from the previous slide. Encourage participants to be prepared to share their rationale. Afterwards, invite participants to share out with the whole group.

**Examples/Look fors:**

- **Less time:** kinsfolk, flock, ripening, blacksmith, forge, casket, morrow, bosoms
- **More time:** haste, distress, toiling, gaunt, foreboding

## Capture Your Learning

- Name and explain each of 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 his/her context?

**Duration:** 5 minutes (end this section by 11:00)

**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 questions and record your responses in the space provided in your handout on p. 27. In addition to considering how you will help your mentee, think about how this learning will support your efforts as you prepare and submit for the following microcredentials: Adapting High Quality Materials to Meet Student Needs and Developing Content-Rich Text Sets.

**Facilitator does:** Direct participants to their note catchers, 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.

# Speaking and Listening

- **Duration:** 30 seconds (begin at 11:00)
- **Facilitator says:** Our second content topic for today's work is the art of planning and facilitating classroom discussions that support student learning and provide opportunities for students to demonstrate their learning. Remember that as we discuss teaching that fosters student collaboration and learning during class discussion, we are assessing how well our own teaching exemplifies these qualities. We are asking ourselves, "Would others recognize the shifts in action as they watched my teaching?" and we are also considering, "If my mentee were struggling with applying these skills, what would I see happening in the classroom?" In other words, what teacher or student behaviors would signal that this area needed support?

## What Does a Text-Based Discussion Sound Like?

### 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 kindfolk. 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, Vulcan, whose forge 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, 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.

- **Examine** the Classroom Conversation Case Study.
- **Look for:**
  - Effective teacher actions
  - Effective student actions
- **Discuss:** What is effective about this classroom conversation?

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- **Duration:** 8 minutes
- **Facilitator says:** Let's start by examining a classroom conversation case study. This case study features an 8<sup>th</sup> grade classroom that has just finished their three-day study of the Prometheus text and are now engaging in a classroom conversation.
- **Facilitator does:** Review directions and look fors, then point participants to the case study in handout on pp. 28-30 (space for notes Provide 4-5 minutes of independent reading time, then click to reveal the discussion prompt. Have participants discuss at their tables or with a partner. Afterwards, invite 2-3 participants to share with the whole group.
- **Look fors:** Answers will vary, but some effective aspects include:
  - The discussion has a clear focus
  - The students have had ample opportunity to read and understand the text in question
  - The questions are text-dependent and require evidence
  - The teacher has created routines and structure (i.e. establishing "4-person

- groups” and “elbow partners”; providing Conversation Stems)
- A variety of students are participating
  - Students are returning frequently to the text and citing evidence

# How Do You Prepare for Text-Based Conversations?

## STEP ONE: KNOW THE TEXT

## STEP TWO: CREATE A SUPPORTIVE ENVIRONMENT

## STEP THREE: ESTABLISH NORMS AND PROCEDURES

## STEP FOUR: PURPOSEFUL PLANNING

## STEP FIVE: USE TALK MOVES



66

- **Duration:** 4 minutes
- **Facilitator says:** The Guidebooks Classroom Conversations Guide outlines 5 steps to help you plan and lead an effective text based discussion and also includes links to videos and additional resources.
- **Facilitator does:** Have participants independently review the five steps listed or have volunteers read each step aloud.
- **Facilitator says:** Today we are going to explore each of these 5 steps in depth and examine them specifically through the classroom case study we just read. As we do, remember to look through both lenses—assessing your own teaching and your mentor role. So think for a moment: how likely do think it will be that new teachers will know and be able to do this when they first start teaching? Turn and talk: In your experience, what have you observed new teachers struggling with? Which of these steps are they likely to skip?
- **Facilitator does:** Allow 2 to 3 minutes for table talk about the mentor's role as it relates to these questions.
- **Note:** A copy of the guide is included separate from participant note catchers.

**Source:** ELA Guidebooks 2.0 - <https://learnzillion.com/resources/134195>



### Step 1: Know the Text

Ensure you have a deep understanding of the text or topic under discussion and student look-fors.

67

- **Duration:** 1 minute
- **Facilitator says:** Step 1: Know the text. This is the critical first step in the process. By knowing the text in and out and knowing the student look fors, you will not only be able to keep the discussion focused on the most important ideas in the text, but you will be well-equipped to analyze student's responses on the spot. When you have internalized the big ideas of the text and the ideal student responses, you can think on your feet when a student gives a response that's not quite there and redirect them or scaffold as needed.

So as a mentor: consider the need to support an inexperienced teacher with this step. Note there are two parts: having a deep understanding of the text AND being clear about what students should be understanding or saying about the text.

## Helpful Resource: Student Look-Fors

- **Review** the student look-fors provided by the Guidebooks for these discussion questions.
- **Summarize:** What are the key understandings students should demonstrate in this conversation?

### Teaching notes

 Print all

#### Student Look-Fors:

- Monitor as students are working. Use this time to support students who you identified from the summary writing in Lesson 1 as needing additional support with their writing. Provide students with direct instruction around their areas of weakness.
- Students should understand that this 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.

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- **Duration:** 5 minutes

**Facilitator says:** The quality of the student responses is just as important as the questions you pose. Responses should refer directly to the text, show understanding and build on other's ideas.

- **Facilitator does:** Point participants to the look fors in their handout on p. 30-31 and review directions. After 2 minutes of independent review, have participants discuss and summarize the key look fors using space on p. 31.

**Facilitator says:** Before beginning any classroom conversation, be sure to you are clear on the student look-fors. As you create look-fors for texts with which you are working, please be aware that the ELA Guidebooks provide models of what these look like aligned with grade-level standards. They capture the thinking students should be expressing during the conversation. Think back to our sessions and call to mind Gordon's Skill Ladder (module 1). Remember that as mentors we need to be consciously competent in our own practice (we not only know what to do, but we know why we do it and how we do it). So consider your own creation of student look-fors. Are you consciously competent with this step? Can you articulate out loud how you review those looks-fors and how they support your classroom teaching? Turn and Talk at your table about how you use student look-fors and where you might want to bring more intentionality to your own practice.

## Analyze the Classroom Case Study

**Discuss with a Partner:**

- How does the teacher demonstrate a deep understanding of the text?
- How does the teacher support students in demonstrating a deep understanding of the text?

**Step 1:**  
**Ensure you have a deep understanding of the text or topic under discussion and student look-fors.**

69

- **Duration:** 6 minutes
- **Facilitator says:** Now let's go back into our case study and see how and where we see evidence of Step 1.
- **Facilitator does:** Read two bullets. Then, direct participants to work with a partner to identify specific evidence in their case study on pp. 28-30. They can annotate/highlight/mark-up the text. Encourage them to be specific and be prepared to explain their evidence. Provide 4 minutes of work time, then invite participants to share out with the whole group.
- **Look fors:**
  - The teacher prompts students to build on ideas that begin to get at the exemplar response: i.e. "So you think that Jupiter is afraid of what might happen if humans get fire. Can anyone add to Jasmine's idea?"
  - The teacher directs students to underline key evidence that is found in the look-fors and will help them get closer to the meaning: i.e. "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."

- The teacher also supports students by providing them ample opportunities to discuss and hear others' ideas (whole group, elbow partners, 4-person groups).
- **Facilitator says:** Remember to make notes in your handout about any new ideas you want to try in your own teaching.

**Step 2: Create a Supportive Environment**

Create an environment which supports all students in engaging in productive conversations.

**Turn and Talk:**

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

70

- **Duration:** 3 minutes
- **Facilitator says:** Now let's take a look at the second step – creating a supportive environment, which means creating an environment which supports ALL students in engaging in productive conversations. Before we dig in, what does this mean to you? How do you know when you've achieved this type of supportive environment? What does it take to build this type of environment?
- **Facilitator does:** Click to reveal discussion prompts and have participants turn and talk before sharing out with the whole group.
- **Facilitator says:** It's important to point out this isn't a "one time step" – this is an ongoing process that you must be intentional about building and maintaining throughout the year! Again consider your teaching, are you consciously competent in the ways you create your classroom environment so that all learners have the opportunity and the safety necessary to participate, even on topics that are personally challenging for them? Make note in your note catcher about your personal insights and aspects you might want to develop in your own teaching.

- **Look for/emphasize:**
- This means setting up an environment in which all student ideas are valued and heard.
- Students must feel safe both to share their ideas at the risk of being wrong and to revise their thinking based on the ideas of others.

Student Groupings	
<p><b>Considerations...</b></p> <ul style="list-style-type: none"> <li>• Content/background knowledge</li> <li>• Social skills</li> <li>• Reading ability</li> <li>• Language proficiency</li> </ul>	<p><b>Structures...</b></p> <ul style="list-style-type: none"> <li>• Partners</li> <li>• Small groups</li> <li>• Expert/Jigsaw groups</li> <li>• Self-selected groups, etc.</li> </ul>

- **Duration:** 4 minutes
- **Facilitator says:** One factor in creating a supportive environment is thoughtful grouping for discussion. There are many factors to consider when pairing/grouping students, such as content knowledge, social skill levels, and language proficiency.
- Student grouping needs to be varied and groups should sometimes be self-selected based on common interests. Homogenous groups or same-ability groups work well for specific tasks like problem solving. For example, two students learning English as a new language might collaborate in their home language as they work on tasks to be completed in English.

Heterogeneous groups or mixed-ability groups work well for cooperative learning experiences, as all students get the chance to develop their thinking and language abilities. When using heterogeneous groupings, it's important to ensure that ALL students are being held accountable for participating and for their learning.

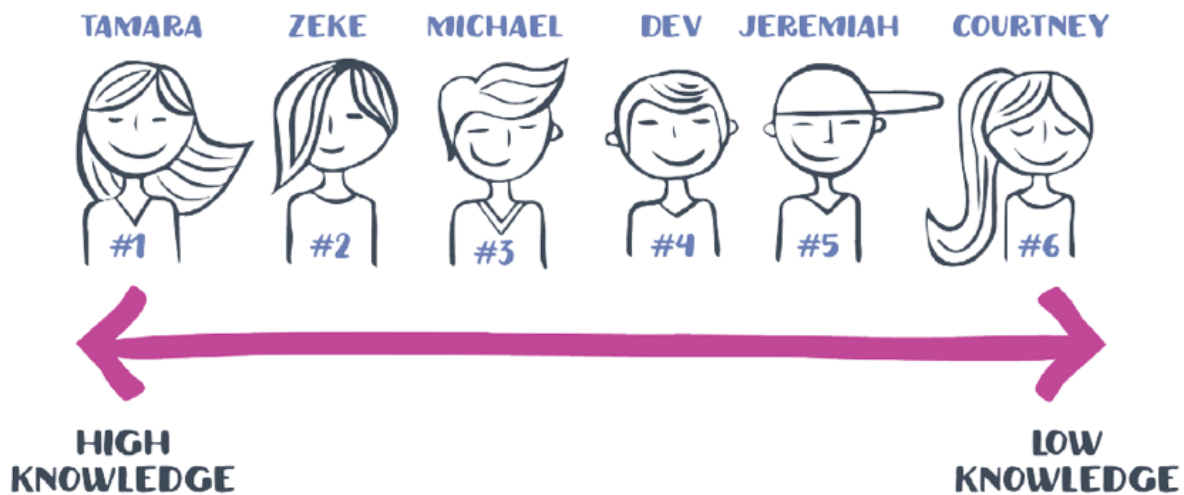
There's also a number of structures you may consider, as you can see here.

**Facilitator Does:** Direct participants to turn and talk with a partner about which of these methods they've used, which they prefer and least prefer and why. (2 minutes)

**Facilitator Says:** There is a place in your handout on p. 32 to list new ideas you want to try or areas you want to further develop in your own teaching. Remember it's not only important that you believe you do this, but that an outside observer or new teacher would see evidence of it in student behavior and student participation.



## Balance and Accountability are Key



72

- **Duration:** 5 minutes
- **Facilitator says:** When you are forming heterogeneous groups, there are two important things to consider: balance and accountability. To achieve both of these things you need to be intentional about how and why you pair students.
- **Facilitator says:** What types of mistakes might an inexperienced teacher make in grouping students? Consider 2 mistakes that you think a new teacher might make (for example: letting students self-select or pairing a beginning English speaker with a very talkative student), then consider the impact these mistakes would have on the quality of student conversations. What observations would indicate to you that methods of student grouping should be discussed with your mentee? Allow 3 minutes for individual discussions and table sharing, then call on 2 to 3 participants to share their responses.
- **Listen for:** It's important to point out that balance is NOT about pairing the most and the least....for instance, you wouldn't pair the LEAST talkative student with the MOST talkative student. It will likely be a very one-sided conversation. Same goes for grouping or pairing based on content knowledge or language proficiency. The best guidance we can give about this is to think about ranking students based on the criteria you want to group them by (in this case, grouping based on content knowledge). Once you have a visual of the order/ranking of your students, imagine splitting that list in half to pair students. So in a class of 24 students, the highest student on your list would not be paired with the lowest – they would be paired with a student in the middle, let's say a student who is #12 on this list.

**Additional Context from the Guidebooks Conversation Guide:**

*To form heterogeneous groups, start by identifying the task to be completed. Use that knowledge to determine which factor is most important for the success of the group work. For example, if the task is a debate, students' social skill levels might be more important for the success of the group work than content knowledge. Create a continuum from high-to-low for the selected factor. For each class of students, place the names in order on the continuum. Then, number the names. Start grouping students so that the ability levels are more closely matched. For example, out of a class of 24 students, place student #1 with student number #13, student number #2 with student number #14, and so on.*

*Once all students have been matched, look at the groups and consider other factors. For example, placing an extremely extroverted student with an extremely introverted student may not be a very productive grouping even if they are more closely matched in content knowledge. If you have English language learners in your classroom, also consider students' language proficiency when forming pairs and groups. Similar to the numbering system above, students with high language proficiency are best paired with students with intermediate language proficiency and students with low language proficiency also pair well with students with intermediate language proficiency. Balance any mismatched pairing/groups.*

## Analyze the Classroom Case Study

**Discuss with a Partner:**

- What evidence do you see of a supportive environment?
- How are students grouped in this discussion?
- Notice the word *all*. So as a mentor, what will you be looking for?

**Step 2:**  
Create an environment which supports all students in engaging in productive conversations.

73

- **Duration:** 6 minutes
- **Facilitator says:** Now let's go back into our case study and see how and where we see evidence of Step 2.
- **Facilitator does:** Read two bullets. Then, direct participants to work with a partner to identify specific evidence in their case study on pp. 28-29. They can annotate/highlight/mark-up the text. Encourage them to be specific and be prepared to explain their evidence. Provide 3 minutes of work time, then invite participants to share out with the whole group.
- **Facilitator does:** Call attention to the last bulleted question. In regards to an inexperienced teacher, why would the word *all* be challenging? Turn and talk with a partner: What types of conversations might be necessary to support a new teacher in achieving this step? What resources are available in the Guidebooks to support these conversations? (Answers: the Listening and Speaking Guide, the Diverse Learners Guide)

### Step 3: Establish Norms and Procedures

Establish consistent norms and procedures for conversations.

#### Share Out:

- What norms and procedures are evident in this case study? Be specific!

74

- **Duration:** 3 minutes
- **Facilitator says:** A third factor is to establish consistent norms and procedures for conversations. These norms should be agreed upon by all students at the beginning of the year, should be emphasized in each classroom conversation and should be posted in the classroom. It's also important to point out that these norms and procedures don't just happen by being posted and visible – they need to be explicitly modeled and practiced!
- **Facilitator does:** Click to reveal discussion prompt and have participants discuss at their table groups. Afterwards, call on three different tables to each share out a norm or procedure from the case study.
- **Look fors:**
  - Norms:
    - Everyone comes prepared with their copy of the text
    - Always cite text evidence to support your ideas
    - Speak in complete sentences
    - Listen actively and respectfully

- Procedures:
  - Cold calling (students are comfortable and prepared when cold called)
  - How to elaborate or build on another's idea
  - How to cite text evidence
  - Underlining/annotating the text
  - How to get into different groupings, i.e. elbow partners or 4-person groups
  - Group sharing onto anchor chart
  - Using tools such as a "Conversation Stems" handout
  - Goal setting

## Video Look Fors

### As you watch the video, look for:

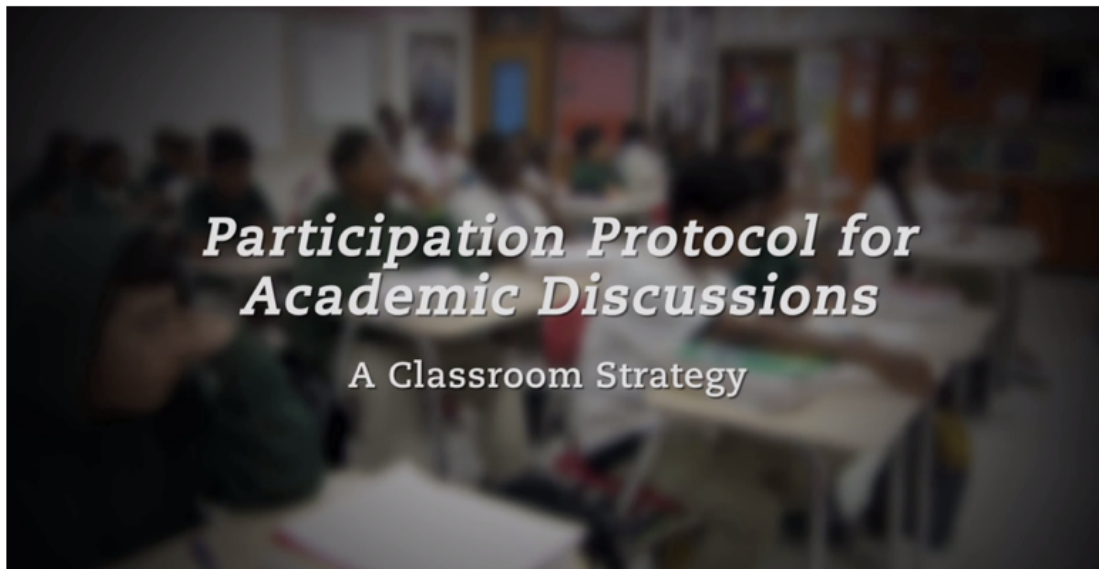
What norms and procedures are evident in this lesson?

How does the teacher hold students accountable to meeting these expectations?

75

- **Duration:** 30 seconds
- **Facilitator says:** Now let's see another example of norms in action. We are going to watch this 6<sup>th</sup> grade classroom video. As you watch, look for:
  - What norms and procedures are evident in this lesson?
  - How does the teacher hold students accountable to meeting these expectations?
- **Facilitator does:** Point participants to the space in their handout (p. 32) where they can record their notes from the video.

## Norms and Procedures in Action



76

- **Duration:** 3 min

**Facilitator does:** Click on screenshot while in in “Presenter Mode” to hyperlink to video:  
<https://www.teachingchannel.org/videos/participation-protocol-ousd>

## Let's Discuss!

What norms and procedures are evident in this lesson?

How does the teacher hold students accountable to meeting these expectations?

77

- **Duration:** 4.5 minutes
- **Facilitator does:** Have participants discuss at their table groups, then invite participants to share out with the whole group.
- **Look fors:**
  - Norms and Procedures:
    - The teacher sets students up for success by sharing the “Participation Protocol: 4 L’s of Academic Discourse” (Look, Lean, Lower Voice, Listen attentively) + Using evidence and examples
  - Holding Students Accountable:
    - She shares a checklist and look-fors with students to provide structure and extremely clear expectations about what she’s looking for
    - During discussions she listens in and scribes what students are saying, then displays quotes on the document camera with student names attached. This holds them accountable for staying focused but also increases motivation and can spark additional conversation/building on ideas



#### Step 4: Purpose and Planning

Identify the purpose of and provide guiding questions for each conversation.

78

- **Duration:** 2 minutes
- **Facilitator says:** Now let's look at step 4: Identify the purpose of and provide guiding questions for each conversation. What does this mean? When planning a conversation, it is important to identify the purpose of the conversation and its connection to the unit focus or the text under study. Once you have a clear purpose established, you can then use your high quality teaching resources to think about the questions you can ask to support students in demonstrating the key look fors.
- **Facilitator says:** This is another step where it is important to consider our own classroom practice, especially the first part, "identify the purpose of..." Honestly assess yourself about how consciously competent you are with this aspect of your teaching. Do you internally clarify the purpose? Could you articulate that clarity of purpose to another teacher? Make a note of any attention you want to bring to this step in your own practice.

## Analyze the Classroom Case Study

### Discuss with a Partner:

- What was the purpose of this conversation?
- How did the Guiding Questions support that purpose?

**Step 4:**  
**Identify the purpose of and provide guiding questions for each conversation.**

79

- **Duration:** 8 minutes
- **Facilitator says:** Now let's go back into our case study and see how and where we see evidence of Step 4.
- **Facilitator does:** Read two bullets. Then, direct participants to make eye contact with another person in the room with whom you haven't yet spoken, get up and meet with your partner to work identify specific evidence in the case study (p. 28-29). They can annotate/highlight/mark-up the text. Encourage them to be specific and be prepared to explain their evidence.
- Provide 3 minutes of work time, then invite participants to share out with the whole group.
- Still working with the same partner, discuss how you will highlight the importance of using pre-planned Guiding Questions to your mentee. How will you communicate this importance to your mentee and ensure that they follow this step?
- **Look fors:**
  - The purpose of the conversation was to analyze characters' actions/motivations (Prometheus and Jupiter) and how they impact the meaning of a text.
  - The Guiding Questions directly align to this goal, but they break it down into manageable

chunks by first focusing on Jupiter and then moving on to Prometheus.

- Look fors in response to the mentoring question: Connect the guiding questions to the need for teachers to understand the text and know the student look fors (step 1).
- **Facilitator says:** Make eye contact with another person in the room with whom you haven't yet spoken. When you meet with that person, please discuss why and how a new teacher might struggle with this aspect of classroom prep and teaching. What do you, as a mentor, need to remember about supporting inexperienced teachers with this step?
- Possible responses:
  - o They won't have a purpose or it won't be clear.
  - o Their intended purpose won't align with their questions or the questions won't be specific enough to elicit the student look-fors.
  - o Their guiding question will be too broad or too narrow to foster meaningful student conversation.

In a later module, we will connect Reader's Circles to the use and formation of guiding questions. The Reader's Circles support our thinking in ensuring that questions are appropriately scaffolded to support student learning.

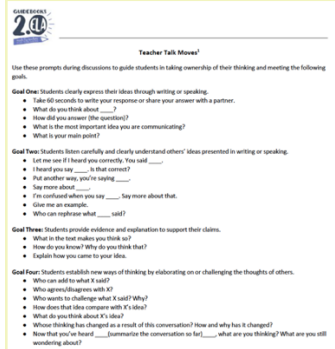
### Step 5: Use Talk Moves to Guide the Conversation

Guide conversations with “talk moves” to determine student understandings and misconceptions.

80

- **Duration:** 30 seconds
- **Facilitator says:** Finally, step 5 is to keep the conversation moving in a productive manner and to guide students as needed by using “talk moves.” *Engaging in productive classroom conversations can help students develop more complex thought and can reveal their misunderstandings.* Use these conversations as an opportunity to keep track of and guide student learning. As students reveal their misunderstandings, it is important to help them revise their thinking. Having illogical conversations or conversations about inaccurate content could harm rather than support student learning. When we plan and listen to student talk in this manner, we are gathering information to immediately address student needs.

## What are “Talk Moves”?



**Teacher Talk Moves?**

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 explain 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 K said?
- Who agrees/disagrees with K?
- Who wants to challenge what K said? Why?
- How does that idea compare with K's idea?
- What do you think about K'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?

- **Review** the Talk Moves handout
- **Summarize:** What are “Talk Moves?” What purpose do they serve?

81

- **Duration:** 6 minutes
- **Facilitator says:** So what exactly are “talk moves”? Take a moment to review the “talk moves” handout.
- **Facilitator does:** Direct participants to the Talk Moves handout in the handout (p. 33), review the directions and provide 2 minutes of independent reading time. Afterwards, have participants summarize with a partner and invite a 1-2 participants to share out with the whole group.

**Facilitator says:** As students engage in conversations, be sure to monitor what they are saying and how they are saying it. If students are not providing responses similar to the student look-fors for the lesson, you can use these “talk moves” to guide them to explain their reasoning, revise their responses, or think more deeply about the text or topic under discussion.

- **Look for/emphasize:**
- Talk moves are prompts to support students in taking ownership of their thinking and in engaging in speaking and listening

- Four goals of talk moves:
  - Clearly expressing their ideas through writing or speaking
  - Listening carefully and clearly understanding others' ideas
  - Providing evidence and explanation to support their claims
  - Establishing new ways of thinking by elaborating on or challenging the thoughts of others

**Facilitator says:** Consider why and how inexperienced teachers might need help with this step. How can you use this support to facilitate your work as a mentor? Turn to your partner and share at least one way that you think you will be able to support your mentee with classroom talk. Record your ideas in your handout.

**Facilitator does:** Following partner share, call on a few participants to share their ideas. Encourage others to add ideas in their handout.

## Analyze the Classroom Case Study

### Discuss with a Partner:

- Which “talk moves” did the teacher use in this discussion?
- Select one example from the case study. What was the intended purpose of that talk move and what impact did it have on students’ discussion?

### Step 5:

**Guide conversations with “talk moves” to determine student understandings and misconceptions.**

82

- **Duration:** 5 minutes
- **Facilitator says:** Now let’s go back into our case study and see how and where we see evidence of Step 5.
- **Facilitator does:** Read two bullets. Then, direct participants to work with a partner to identify specific evidence in their case study (p. 28-29). They can annotate/highlight/mark-up the text. Encourage them to be specific and be prepared to explain their evidence. Provide 4 minutes of work time, then invite participants to share out with the whole group.
- **Look fors:**
  - The teacher demonstrates all four types of Talk Moves. Some examples include:
    - Goal 1: Students clearly express their ideas through writing or speaking.
      - Provides time for students to prepare: “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*)
      - Restates/clarifies a student’s key idea: “So you think that Jupiter is afraid of what might happen if humans get fire. Can anyone add to Jasmine’s

- idea?”
  - “When you’ve finished discussing, please respond in writing, to the first two questions on the Discussion Question sheet I gave you earlier.”
- Goal 2: Students listen carefully and clearly understand ideas presented in writing or speaking
  - “Joshua, can you say more about that?”
- Goal 3: Students provide evidence and explanation to support their claims.
  - Prompts students to search for and provide evidence: “That’s a very interesting idea, Brian, what evidence do you have to support it?”
- Goal 4: Students establish new ways of thinking by elaborating on or challenging ideas of others
  - Prompts students to elaborate or build: “Can anyone add to Jasmine’s idea?”
  - “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.”
  - “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?”



## Capture Your Learning

- Name and briefly explain the 5 steps to preparing for a productive classroom conversation
- What are “talk moves”?
- List one goal, based upon the 5 steps, to develop your own classroom practice. Commit to working towards intentionality in this goal when you return to your classroom.
- Using your mentor lens, review the 5 steps and consider the role they will play in your work with your mentee. Note your insights and reminders.

83

**Duration:** 7 minutes (83 total minutes for this section - will need less time to go back into case study as the steps progress; finish by noon)

- **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 on p. 34.

**Facilitator does:** Direct participants to their note catchers, 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.

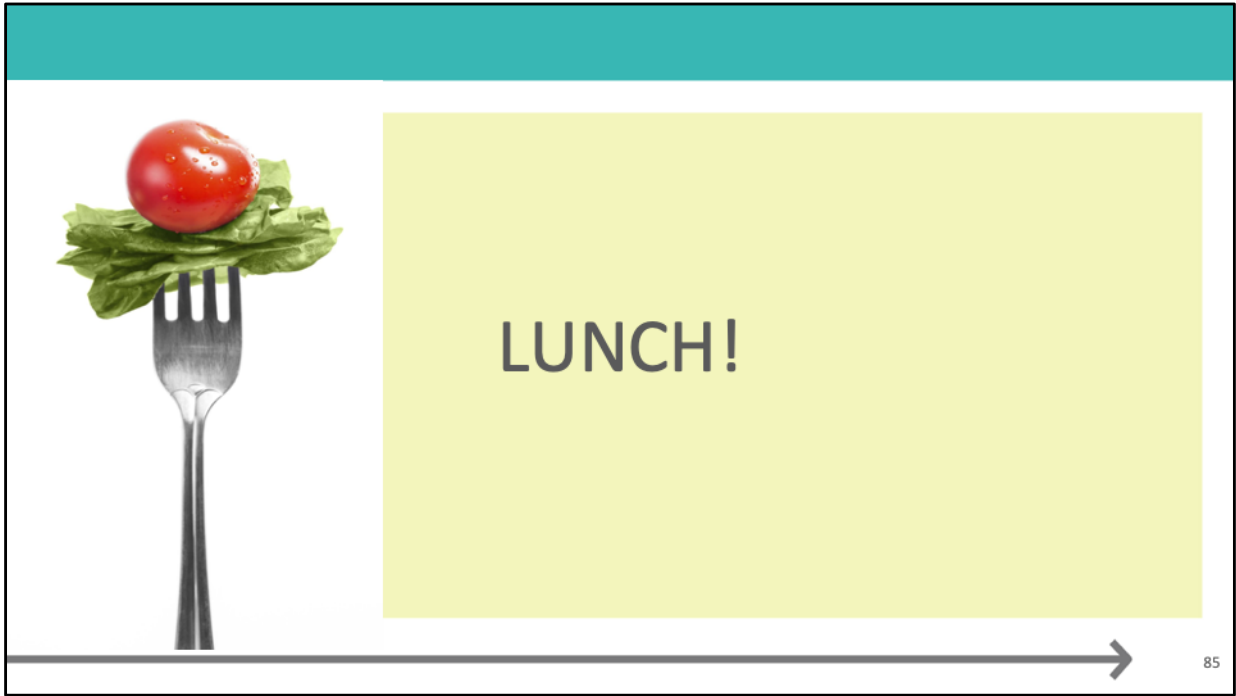
## Disciplinary Literacy Teacher Preparation Competencies

### Work with a partner:

- Examine the Disciplinary Literacy Teacher Preparation Competencies (pp. 11-12) and note alignment between the competencies and
  - vocabulary instruction
  - text-based discussions
- Be ready to explain.

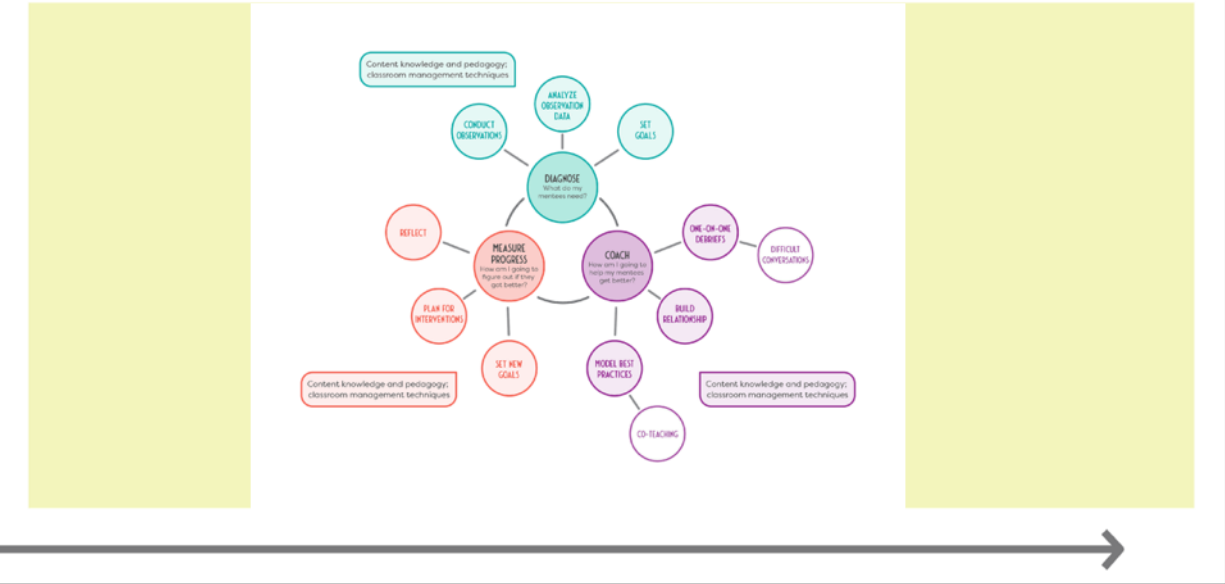
84

- **Duration:** 5 minutes
- **Facilitator says:** Pull out your Teacher Preparation Competencies document and examine the Disciplinary Literacy competencies on p. 10. Identify specific competency areas where teaching of vocabulary and facilitating text-based discussions are evident -B1, C1.
- **Facilitator does:** Give participants time to review the competencies. Then solicit responses from participants.



●Duration: 45 minutes

# 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.

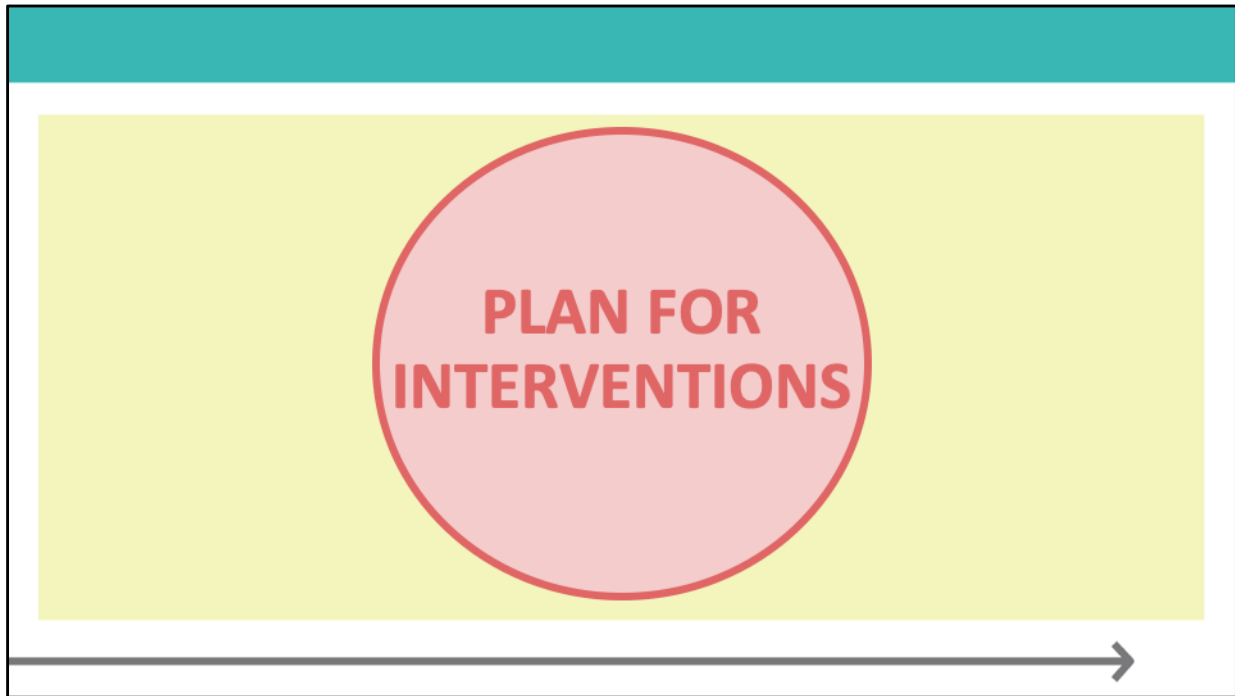


- Model best practices through co-teaching.

87

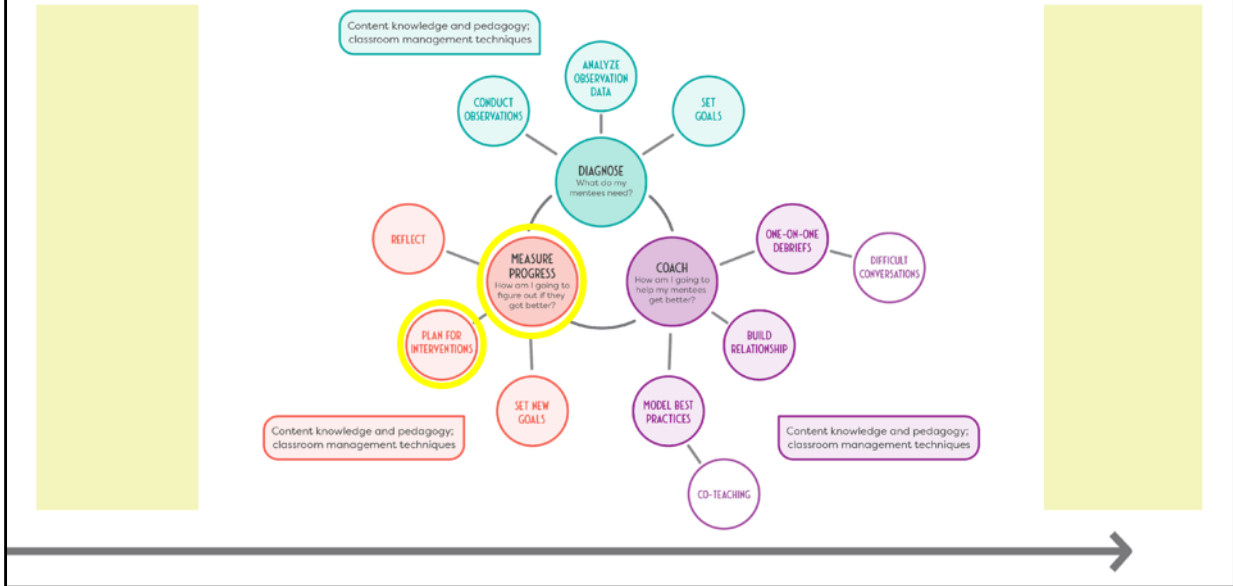
• **Duration:** 2 minutes

• **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 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?



**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. 35 of your handout.

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

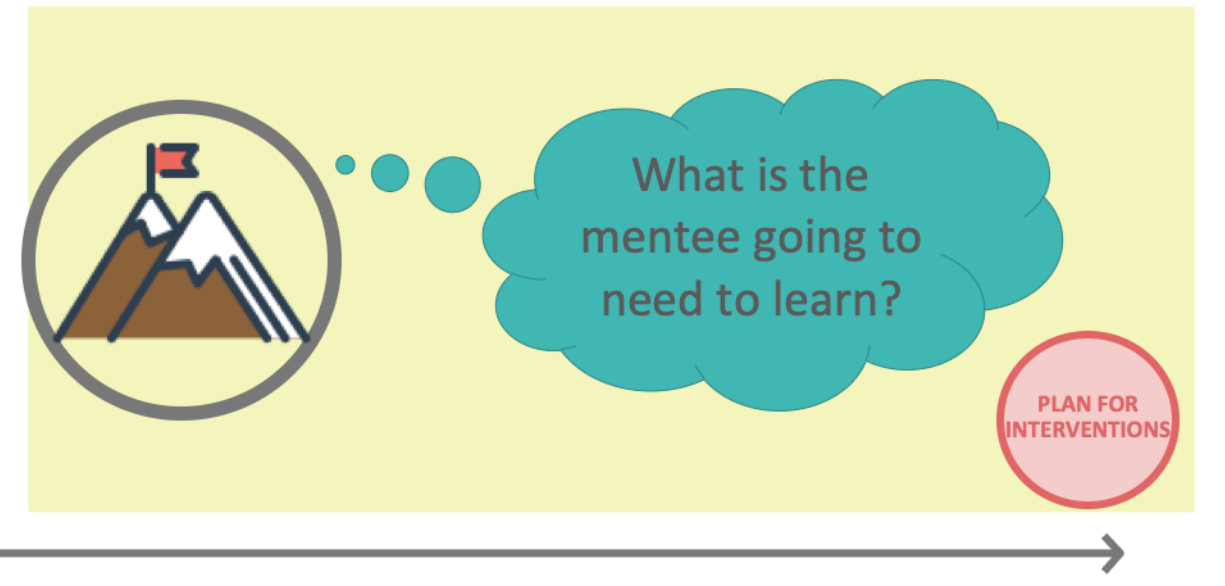
SMART goal: *During the next unit, the teacher will employ steps 2 and 3 in the Conversations Guide to group students thoughtfully and establish consistent norms and procedures for classroom discourse in order to support ALL students' participation in productive discussions, as measured through the Discussion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



- **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. You'll notice that this goal is aligned to our learning this morning about facilitating effective text-based discussions. I'm going to re-read the goal and 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? I'll think aloud about one thing and then you'll have a chance to think about it in the areas of content and practice.

- I think for this mentee, one thing they may need to learn related to grouping students is how to determine which factor is most important for the success of the group work and then how to group students based on that. They might have just one way that comes to mind for them right away and might not actually know other ways to approach the task. So that is one thing that I think, based on my experience, a mentee would need to learn in order to meet this SMART goal.

## Clarify the Learning Priorities



● **Duration:** 5 minutes

● **Facilitator says:** So now it's your turn to try this. On pg. 35 in your handouts you'll see the SMART goal I just thought about. 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 below the goal. You can also refer to our materials on the 5 Practices from this morning to support you.

● **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:

○ Content:

- Study what approaches the curriculum includes
- Know the texts and student look-fors deeply

- Prepare sequenced text-dependent questions and overall guiding questions to keep students focused and moving toward what is most important
- Practice:
  - Learn key information about their students (e.g. relative reading skill, how talkative they are, facility with English, outside interests, etc.) that will enable them to group students in multiple ways
  - Learn how to use (and customize as needed) the Discussion Tracker
  - **Learn how to look for anticipated student responses while facilitating a discussion**
  - **Learn how to respond to what students share and produce while they are participating in a discussion**
  - Note: These last two 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 several things in there that I, if I'm the mentor, could support them 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?

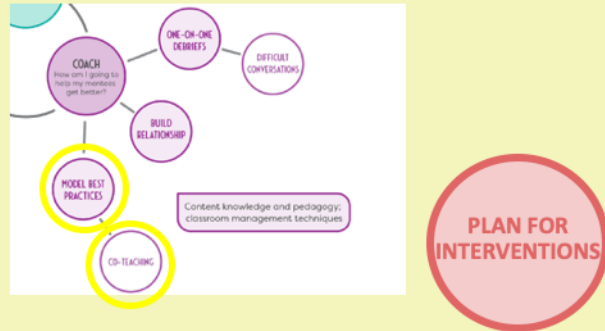
**Plan:** Timing and resources to support your learning.



- **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.

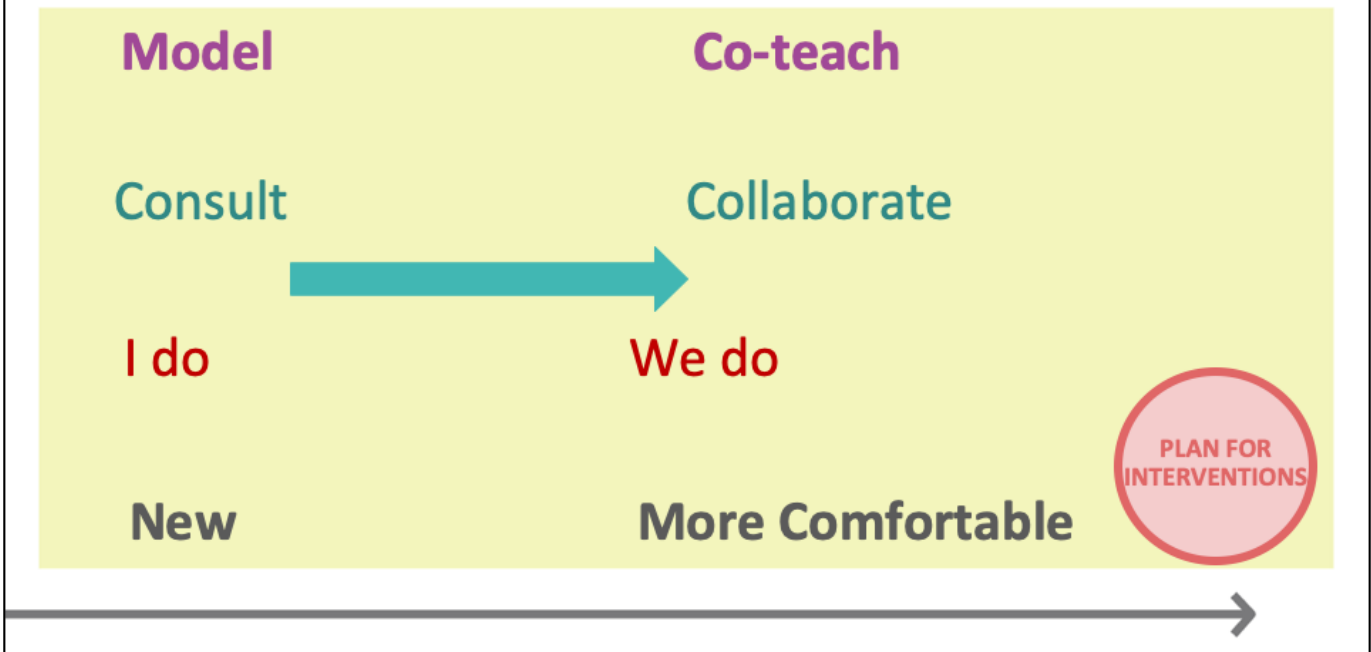
## Plan for Interventions: Three Key Components

- 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?

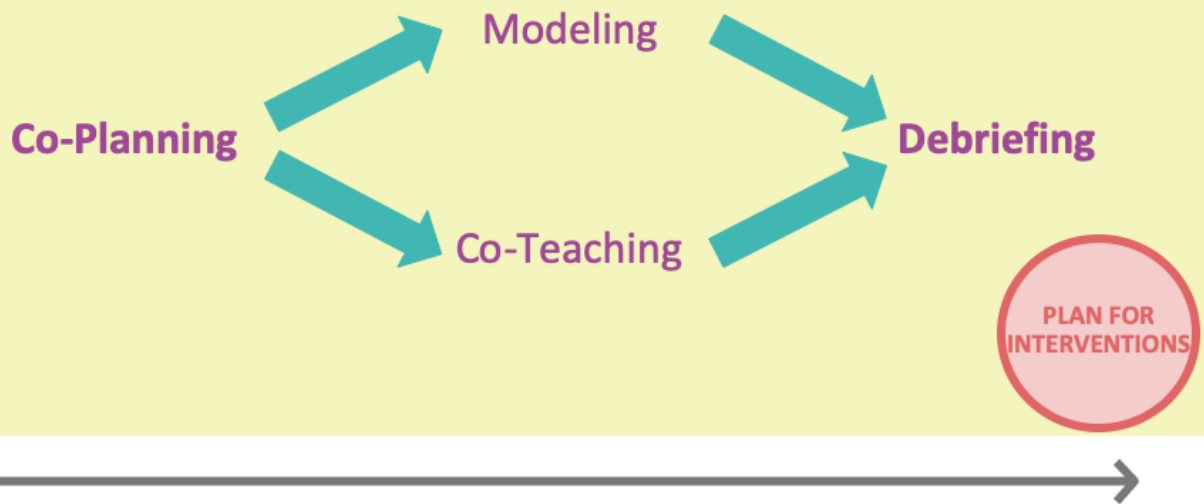


- **Duration:** 2 minutes
- **Facilitator says:** As we introduced yesterday, the two methods in your mentoring cycle are modeling and co-teaching. Modeling is about the consultant mentor stance. It's an "I do" for the mentor and is used sparingly, only when the mentee is new to something. Co-teaching 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 teachers, 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 36 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 pages 37-40 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 practice 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 goal(s)?

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 - our mentee who is ready to learn how to group students thoughtfully and establish consistent norms and procedures for classroom discourse in order to support ALL students' participation in productive discussions.

Using the started coaching plan template on pg. 37, you are going to meet up with your 6:00 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 supporting ALL students' participation in productive discussions and co-teaching, but the other variables are things that you can vary. 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 supporting ALL students' participation in productive discussions 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

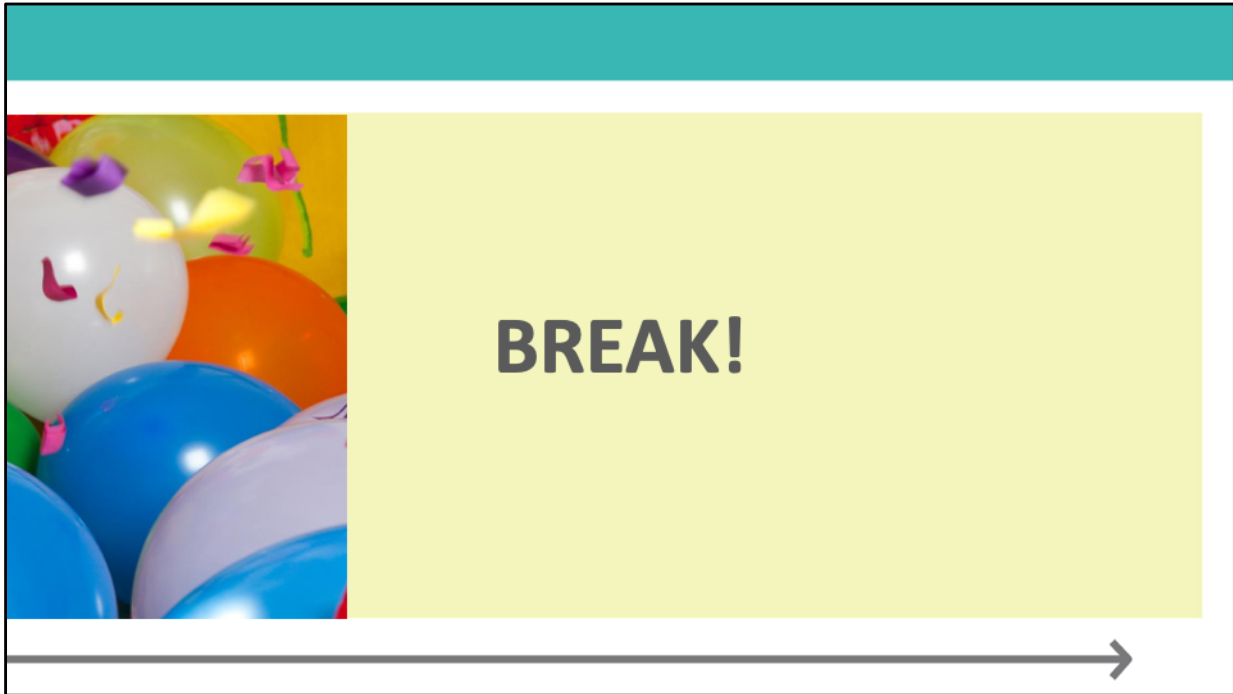
● **Facilitator says:** Yesterday was your first time writing a coaching plan. You walked away from that experience with new understandings and knowledge. Today, you got a second chance to practice writing a coaching plan. Take 2 minutes to jot on pg. 41 in your handouts: what did you understand about 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.

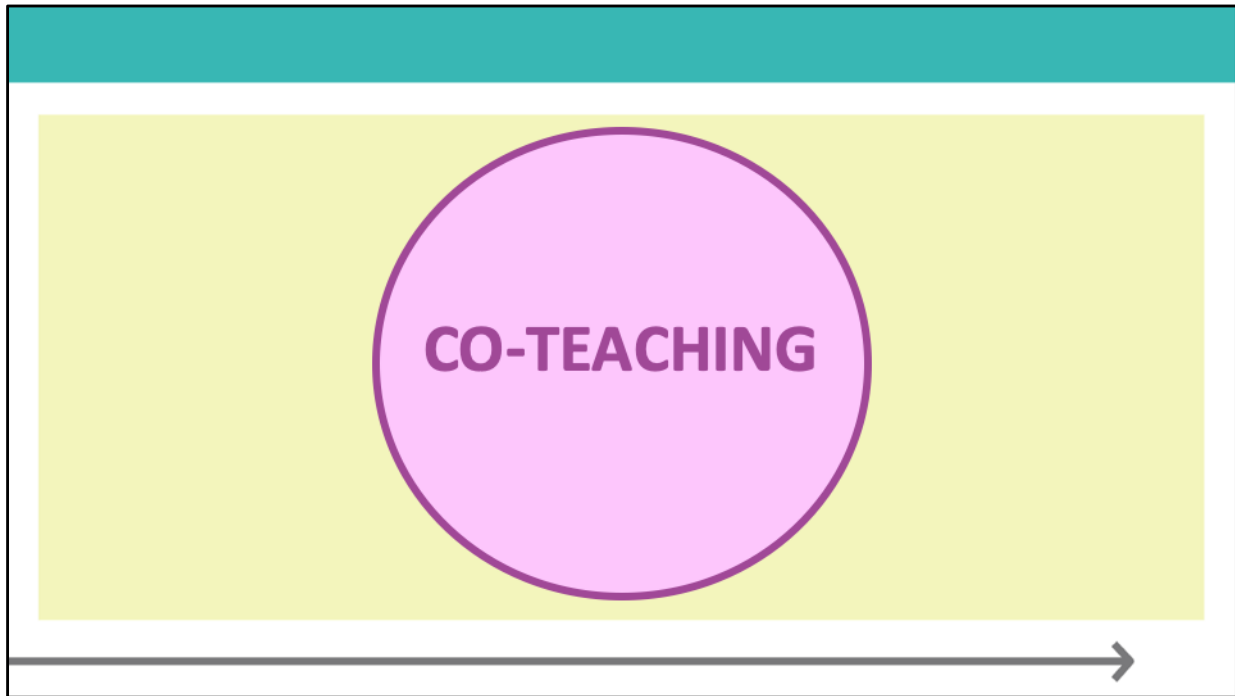


- **Duration:** 30 seconds
- **Facilitator says:** As we learned yesterday, [read slide].



**SECTION START: 1:30**

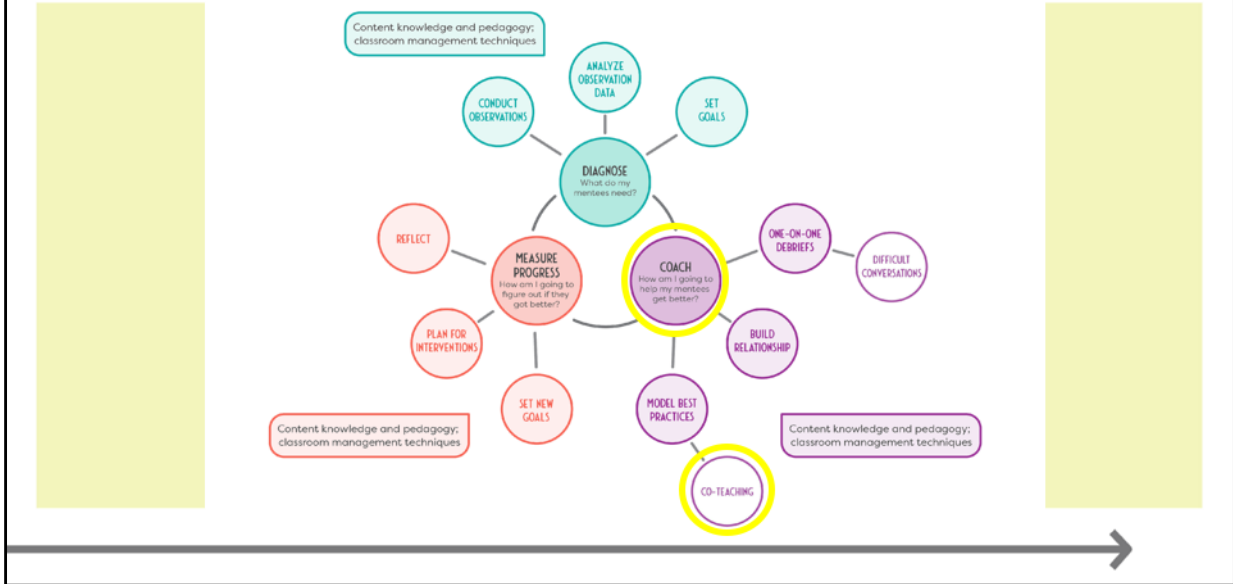
●**Duration:**15 minutes



**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



CO-TEACHING

- **Duration:** 10 minutes
- **Note:** The bullets included on the slide are listed on page 42 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 43 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 support ALL students'

participation in productive discussions. 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 grouping students and then in deepening their understanding of the texts 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 your 9:00 partner.
  - We'll use the Populism lesson that we worked with yesterday afternoon during Module 4. This lesson can support your role play with a fictional mentee's anticipating student responses SMART goal. It's in your handouts for Module 4 on pages 33-47. The SMART goal is one that we discussed earlier during plan for interventions and can be found on page 37 of your handout. You may also reference the transcript you just read on page 43-44. (Provide 5 minutes to review the lesson and materials)
- Okay, with your 9:00 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 your hand at a different part than in the sample, or with having the conversation go in a different direction!

- **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 9:00 partner and develop some “look-fors” you think would be good for the mentee to have on a checklist for this particular skill. You will see that we’ve provided the first bullet of the “look-fors” checklist on page 45 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 9:00 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 can take notes on page 47 of the handout if they'd like.
- **Facilitator says:** With your 9:00 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 roleplay 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 9:00 partner. Remember the lesson plan is in your Module 4 handouts starting on page 33. 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.
- **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:
  - 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

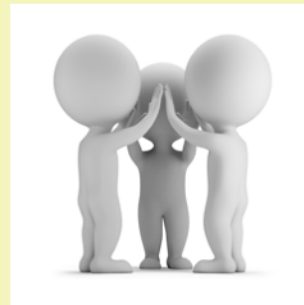
Suggested Guiding Questions for Discussion	Debrief Meeting Notes
<b>Primary Questions</b>	
How did this co-teach lesson or activity help you and your students in reaching desired outcomes?	
What was most effective about the co-teaching strategy on impacting student learning and teaching practices?	
What was not effective about the co-teaching strategy on impacting student learning and teaching practices?	
<b>Application Questions</b>	
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?	
<b>Clarifying Questions</b>	
What are, if any, lingering questions you may have regarding how the lesson went or the implementation of the co-teach strategy used?	
<b>Closing Questions</b>	
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 48-49, 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 page 50, 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 48 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 vocab and text-based discussions content as an option to use for this assessment
  - "...mentor teachers will....provide coaching and support..." taught today and yesterday

## Developing Content-Rich Text Sets

Louisiana Department of Education  
Developing Content-Rich Text Sets Started

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

- **Duration:** 2 minutes
- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- **NOTE:** Answers should include the following:
  - "...educators bolster students' vocabulary knowledge through repeated readings and build students' knowledge by accessing common ideas across multiple texts...." - we experienced a text set in module 4, analyzed another as we learned about modeling and co-teaching interventions in modules 4 and 5, and explored how to build vocabulary through indirect and direct instruction in module 5.

## 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 - If participants want to use disciplinary literacy for this module, they are technically ready to accomplish this part of the assessment. They know what to "look-for" when it comes to strong disciplinary literacy instruction and they know how to conduct an observation, 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 - If they want to use disciplinary literacy, they are also 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.
- Developing Content-Rich Text Sets
  - Analyze - participants are ready for this part of the assessment based on learning from modules 2 and 4.
  - Develop - they are ready to do this as they learned in module 4.
  - Implement - they will implement with their students, collecting and annotating the culminating task for 2 students.
  - Evaluate - they will write a reflection on the text set by answering the questions listed.
  - **\*\*\*They could complete this assessment as quickly as they'd like since they will be readily equipped come the start of the school year\*\*\***

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

**Username:** learningforwarddemo@bloomboard.com

**Password:** BBLearning4ward

## Work Time



- **Duration:** 15 minutes
- **Facilitator says:** Now take some time to log on yourself and explore these two assessments and see what additional work you see needing in order to accomplish the tasks. Think about what you already feel prepared to complete come the start of the school year. Start to make a plan for completing these assessments. You know your school year, curriculum scope and sequence, etc. When do you see the best time will be to complete these assessments during the school year? We will circulate around as you do this to support and answer any questions.

## Work Following Modules 4 and 5

- Continue to plan forward for how you'll lay the groundwork for the work required for the *Mentoring to Improve Content Instruction* and the *Building Content-Rich Text Sets* assessments.

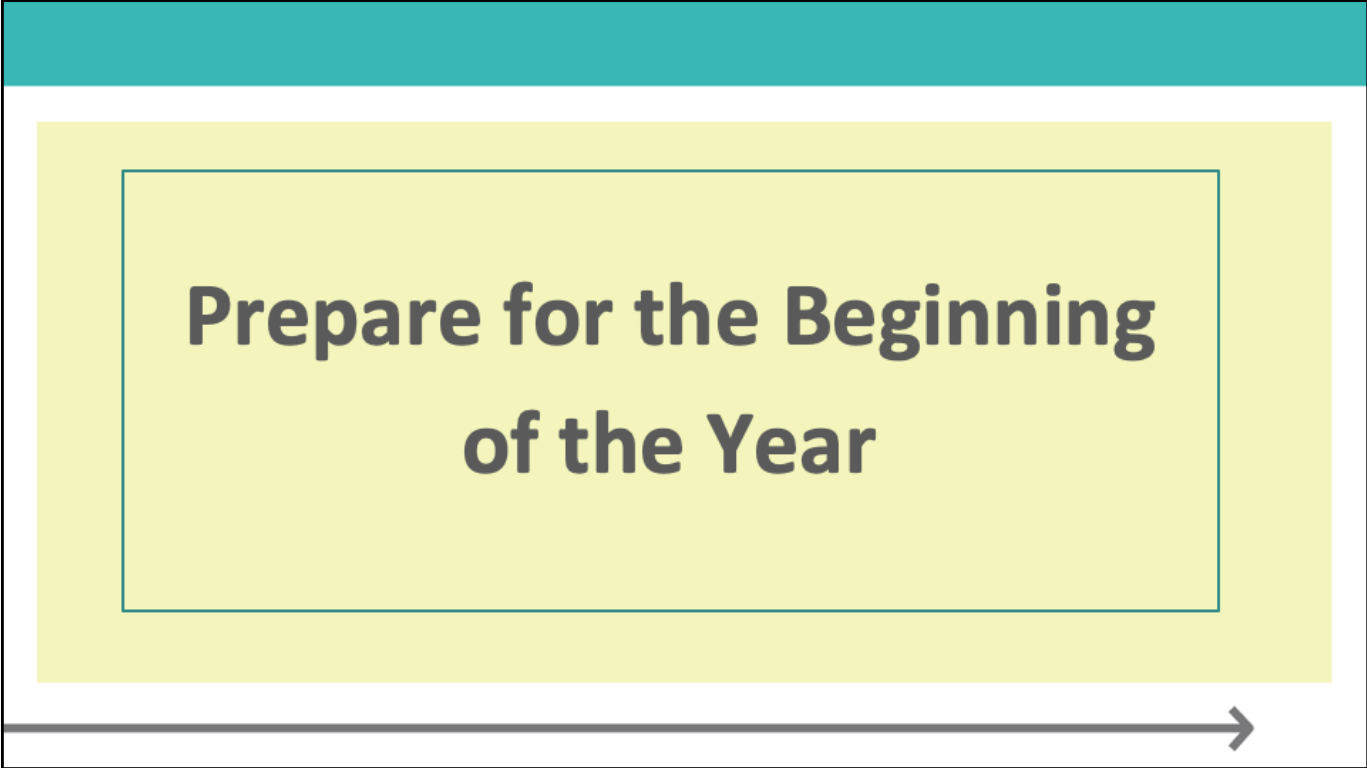
*Bring all of your mentor materials to all of the sessions - especially the artifacts of your work you'll be collecting when you start your work with your mentee!*

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**Duration:** 1 minute

● **Facilitator says:** At the end of every module, we'll let you know what makes the most sense for you to focus on back at your school. Because you are not yet matched with your mentee and actually engaging in mentoring work yet, following this module we recommend that you continue to plan forward for how you'll engage in the work we practiced today. One additional recommendation - since we'll have time to connect to the assessments during every module, your best bet will be to create a binder for yourself for all of your mentor materials - the materials from the modules as well as your mentoring artifacts from your actual work with your mentee. Having those materials all in one place will make it easier for you to complete the assessments and prove your mentoring competence.





# 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 51 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

- 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.

● **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.