



Module 6: Mentoring for the Instructional Shifts in ELA

Elementary Cohort

November 2019

1

SECTION START: 8:30

- **Duration:** 3 min.

- **Facilitator says:** Welcome back to the Mentor Training Course. It is good to see everyone again. We hope your travels were easy. [presenters reintroduce themselves and share a brief background if necessary].

- **Facilitator does:** Ensure everyone has signed in, has materials for the day, and is sitting with his or her learning team. Review logistics for training (restrooms, times, breaks, lunch, etc.) our morning break will be at 10:00; lunch will be at 11:45; and afternoon break will be at 3:25.

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 and what we have addressed so far. These can be found on page 3 of your handout. In past modules we have focused on classroom management, growth mindset, and communication skills for building strong relationships, which aligns to our first and third goals. We've also focused on deepening our understanding of the instructional shifts in mathematics as well as engaging students in mathematical discourse which aligns to our fourth goal. In past modules we learned how to conduct an observation, analyze observation data and set SMART goals based on the data which addressed goal 2. Over the course of the next two days we will shift our content focus to ELA as we continue to deepen mentor content knowledge and content-specific pedagogy (goal 4). We will also continue working our way through the mentor cycle.

The Mentoring Cycle



3

- **Duration:** 1 minute
- **Facilitator Says:** Remember, this is the mentor cycle that all of our work is grounded in. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today, we'll be zooming in on the Measure Progress section, and more specifically setting new goals.

Check In and Review

Top 3 List

1. _____

—

2. _____

4

- **Duration:** 10 minutes
- **Facilitator says:** Before we dive into the new content let's think back on some of the key ideas we've learned in previous modules. As a learning team, we would like for you to come up with a top 3 list. This top 3 list should include 3 key learnings/take-aways that have stuck with you over the course of the school year so far as you've begun your work with your mentees. You will have 5 minutes to come up with your top 3 list. Ready, begin.
- **Facilitator does:** Set a timer for 5 minutes for teams to develop their top 3 take-aways list. Circulate to get an idea on where everyone is at with previous learning. After 5 minutes, pair up table groups to share their lists with each other. Allow an additional 2 minutes for this activity. After the table groups share with one another invite a 1-2 learning teams to share their top 5 lists with the whole group.

Module 6 Morning Outcomes

- Name the three instructional shifts in ELA and describe how they impact teaching and learning.
- Explain the qualities of effective implementation and instruction of close reading and readers circle as defined in Guidebooks 2.0.

5

• **Duration:** 2 minutes

• **Facilitator says:** We have 2 morning outcomes that are focused on ELA content. (Read the 2 outcomes)

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 is on...Guidebooks 2.0 and the instructional shifts in new ELA standards. We’ll focus on how Guidebooks lessons are designed to bring readers through circles of comprehension to full understanding of texts.

• **Facilitator does:** Reminds participants that the outcomes appear on page 3.

Today's Agenda



- Welcome and outcomes
- Introduction to the ELA shifts
- Reader's Circles in the Guidebooks
- Connection to Competencies
- Lunch
- Set New Goals
- Connection to assessments
- Wrap-up

6

● **Duration:** 1 minute

● **Facilitator says:** Let's take a look at what we'll be working on together today.

Our Mutual Agreements



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



● **Duration:** 1 minute

● **Facilitator says:** Let's take a minute to revisit our agreements that we established at the very beginning of our mentor work together. Make a personal, mental note on which agreement you are going to really focus on during today's learning.

● **Facilitator does:** Allow participants 1 minute of quiet think time to make their personal commitments.

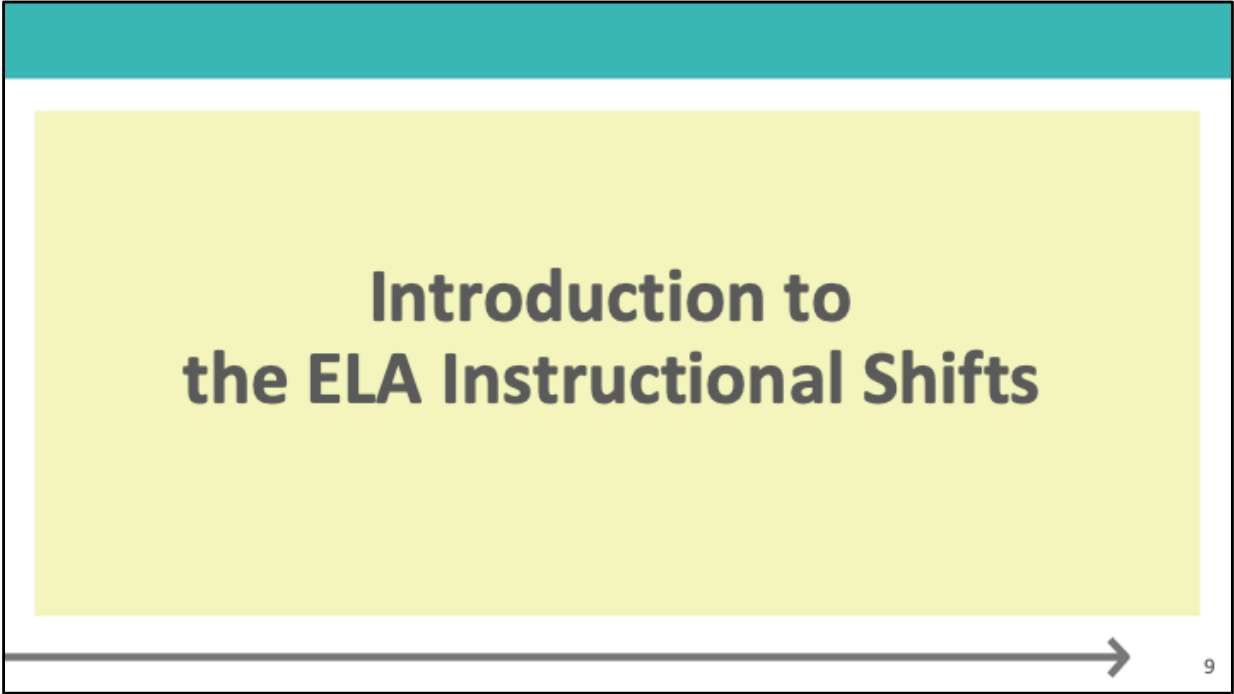
Let's Make a Date



● **Duration:** 5 minutes

● **Facilitator says:** There are going to be different activities throughout today and tomorrow's trainings that we want you to have the opportunity to work with people that are not sitting with you at your table. You'll get plenty of time to chat with the people at your table and your shoulder partners, but it will also be nice to get up and move and gain some insights from other colleagues in the room. Therefore we are going to ask that you make 4 dates for the next two days: an Atlanta Falcons appointment, a Carolina Panthers appointment, a New Orleans Saints appointment, and a Tampa Bay Buccaneers appointment with 4 different people that are not sitting at your table. When I say go, everyone will stand up and fill out their sheets on page 5 of your handout. You'll add a person's name to each team slot, you may even want to add in a description of what they look like or where they are sitting to help you remember who that person is, just in case. Once you have your whole sheet filled out, you may take a seat.

● **Facilitator does:** Allow time for participants to complete their appointments. Help those who are missing certain time slots and can't seem to find someone who also needs that same time slot find a date.



Introduction to the ELA Instructional Shifts

SECTION START: 8:55

Duration: 30 seconds

Facilitator says: This will be our first module that we've deepened our content and pedagogical knowledge in the area of ELA. During this first module we are going to do an overview of the instructional shifts in ELA.

Instructional Shifts in Literacy

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

10

Duration: 1.5 minutes

Facilitator does: Click to reveal and quickly describe each shift.

Facilitator does: Gauge participant familiarity with the shifts. Acknowledge that there is a wide variety of knowledge of and experience with the shifts in the room.

Facilitator says: It's important to note too that there is a spectrum of learning when it comes to the shifts; you can't hear or see them once or twice to be an expert on them. Every time you re-engage with the shifts you can learn more or think differently about instruction and how teachers and mentors need to change their instruction to align with the shifts. This morning, we'll be looking at and discussing specific instructional implications rooted in the three key shifts in literacy.

Important Note: On the next slide, participants will read a more detailed explanation of each shift. This slide is meant as a quick preview/overview of the shifts.

What Are the Instructional Shifts?

- **Read** the “Instructional Shifts Overview” (SAP, 2017)
- **Underline** key words that indicate the core instructional change(s) of each shift

Discuss

- What might each shift look like in the classroom?
- To what extent is teaching aligned with the shifts in your classroom?

11

Duration: 7 minutes

Facilitator says: (animate instructions) To help us further understand the shifts and their implications on reading instruction, we’re going to read a text called “Instructional Shifts Overview.” You can find this document in your handout on p. 6. As you read, underline key words that indicate the core instructional change(s) of each shift.

Facilitator does: Provide a few minutes of independent work time. Afterwards, **animate the slide** to reveal discussion prompts and have participants share at their tables.

Handout Source: Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from <https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy>

What is the Shift of Complexity?

Complexity

Regular practice with complex text and its academic language

12

Duration: 1 minute

Facilitator says: Let's start with complexity. What words did you underline?

Facilitator does: Have a few people share out the words they think indicate the core instructional change of this shift.

Facilitator says: Let's further explore the core instructional change described in this shift.

Example and Non-Example

“Jupiter was the head of the gods, and he was not happy with the people.”

“The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.”

13

Duration: 2.5 minutes

Facilitator says: Take a moment to review each of these sentences. The first sentence comes from a less complex text, while the second sentence comes from a more complex text.

Facilitator does: Provide wait time.

Facilitator says: What makes this second sentence more complex?

Facilitator does: Have participants discuss with a partner, then have them share out with the whole group.

Look for:

- More complex sentence structure and syntax
- Unfamiliar phrases (i.e. “come to pass”)

Example and Non-Example

“I will help these poor people,” said Prometheus to himself. “I will bring fire to these people, and this will make their lives better and happier.”

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

14

Duration: 2.5 minutes

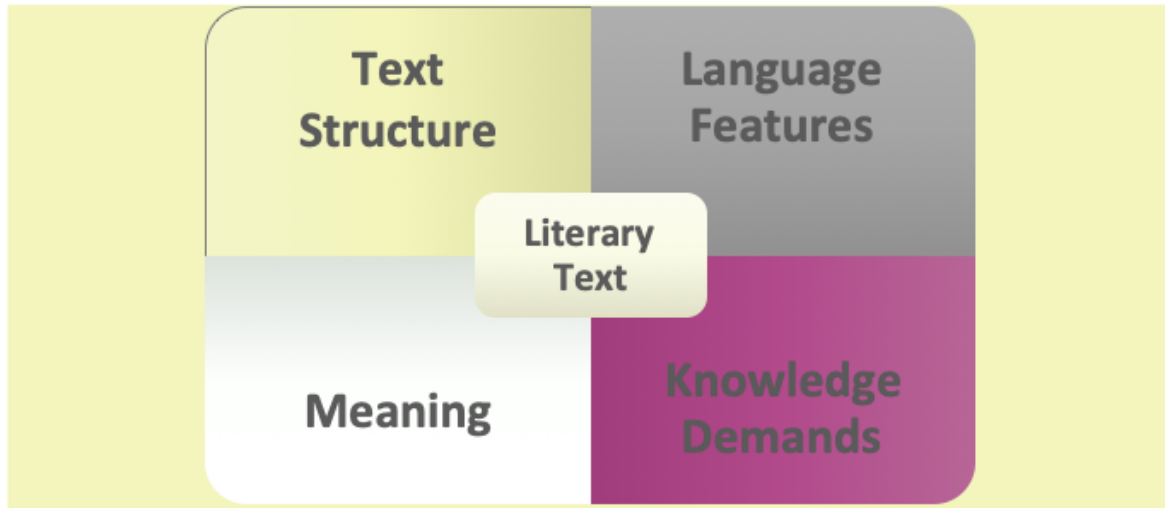
Facilitator says: What about these two examples? Which sentence is more complex? What makes it more complex?

Facilitator does: Provide wait time, then have participants discuss with a partner. Then, ask a few people to share out with the group.

Look for:

- The second sentence (on the right) is more complex. It has more complex structure and syntax, along with challenging or unfamiliar vocabulary (shall, tyrant, mankind).

Qualitative Features of Complexity



15

Duration: 4 minutes

Facilitator says: There are four “big buckets” of text complexity:

- Text Structure
- Language Features
- Meaning
- Knowledge Demands

Facilitator says: Take a moment and refer to the graphic organizer in your handout (p. 7) to see what types of features fall within each of these buckets.

Complexity at the Sentence Level

Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

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

(Prometheus, Public Domain)

16

Duration: 4 minutes

Facilitator says: Use the chart in your handout on p. 8-9 to analyze the complexity of this sentence from the Prometheus text. What features of complexity in Prometheus are highlighted in this example?

Facilitator does: Provide independent work time, then ask a few people to share out.

- Look for:
 - Language (vocabulary, sentence length and structure, syntax)
 - Knowledge (background knowledge of mining, the “Golden Age”)
 - Answers may vary; ask participants to support their claims with evidence from the text

Why is the Shift of Complexity Important?

- The ability to comprehend complex text is the greatest differentiator of college readiness in reading (ACT, 2006)
- The gap between end of HS and college texts is 170 lexiles (> 4 grade levels) (MetaMetrics, 2012)
- Workplace reading exceeds grade 12 complexity significantly (Stenner et. al, 2012)

17

Duration: 2 minutes

Facilitator says: Why might we need to make this change? Research shows us that the ability to comprehend complex text is the greatest differentiator of college readiness in reading. However, in the past, the complexity of texts students must engage with in college and careers have far exceeded the complexity level of texts they read in high school. The “complexity” shift seeks to address and close this gap between what students are reading in school vs. college and careers.

Guidebooks, as a high-quality Tier 1 curriculum, includes grade-level complex texts in every unit. So if you are utilizing this resource, it will ensure that you are exposing your students to complex texts.

Research Sources:

- ACT (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA: Author.
- Williamson, G. L., Koons, H., Sandvik, T., & Sanford-Moore, E. (2012). The text complexity continuum in grades 1-12 (MetaMetrics Research Brief). Durham, NC: MetaMetrics.

- Stenner, A. J., Sanford-Moore, E., & Williamson, G. L. (2012). The Lexile Framework for Reading quantifies the reading ability needed for “College & Career Readiness” (MetaMetrics Research Brief). Durham, NC: MetaMetrics.

What is the Shift of Evidence?

Evidence:

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

18

Duration: 1 minute

Facilitator says: Let's now move on to Shift #2: Evidence. What words did you underline?

Facilitator does: Ask a few people to share.

Facilitator says: Let's explore the core instructional change described in this shift.

Example and Non-Example

Example:

In paragraph 5, look at the words “wretched” and “shivering”. What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living?

Non-Example:

What do you think Prometheus will do next?

19

Duration: 2 minutes

Facilitator says: Take a look at these two questions. The example is from the “post-shifts” experience and the non-example is from the “pre-shifts” lesson. NOTE: We did not do this part of the original activity the notes are referring to. What differences do you notice between these two questions?

Facilitator does: Provide wait time, then call on one or two people to share.

- Look for:
 - The first question requires students to have read and understood the text. They need to use evidence to form their answers.
 - The second question can be answered without a deep understanding of the text. It doesn't require evidence.

What Types of Questions Require Evidence?

- Questions that can only be answered by carefully reading the text.
- Questions are focused on the content of the text, rather than personal experiences or opinions.
- What about text to self?

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Duration: 2 minutes

Facilitator says: So what types of questions require evidence? These are questions that cannot be answered without having read the text, and are focused solely on the content of the text (as opposed to personal experiences or opinions). Questions that are not based on the text can often create an illusion of mastery - students may be sharing insightful responses, but if they aren't based on the text then they aren't demonstrating understanding of the text.

Facilitator says: Some of you may be wondering – what about text-to self connections? I want to note that this shift does not mean banishing personal response to a text. Though not called for in the standards, there are times these responses and discussion are essential. **They are best done, however, AFTER the text is fully analyzed. At this point students' personal responses will be enhanced by what the text has to offer.**

Comparing Pre- and Post- Shifts Questions

Compare the questions on page 9.

- What do you have to do or think about to answer the questions in the pre-shifts column?
- What do you have to do or think about to answer the questions in the post-shifts column?
- How did this difference affect your understanding of the text?
- How will you help mentees see the difference between questioning pre and post-shifts?

Duration: 7 minutes

Facilitator says: To illuminate the difference between “pre-shifts” and “post-shifts” questioning, we’re going to compare the questions that may have been asked in a classroom Pre-Shifts with questions that may be asked in a classroom Post-Shifts. As you compare the questions, consider the questions on the slide.

Facilitator does: Direct participants to their handouts (p. 9) where they can find a list of both sets of questions and space to answer the reflection questions. Provide work time. Afterwards, invite a few people to share out.

Evidence-Based Writing



Culminating Writing Task Directions

Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life?

To answer these questions:

- Describe the changes in Charlie over the course of the text as a result of the surgery.
- Examine how the author's choices (e.g., difference in Charlie's point of view and that of the audience (dramatic irony) and the structure of the text as a series of journal entries) reveal Charlie's changes.
- Evaluate whether the changes had a positive or negative impact on Charlie.
- Determine how the author's choices impact the way the reader views the changes in Charlie.
- Locate evidence to support your claim and acknowledge evidence that supports an opposing claim.

Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations.

- **Study** the Culminating Writing Task from the *Flowers for Algernon* unit
- **Discuss:** How does this task demonstrate the shift of evidence?

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Duration: 5 minutes

Facilitator says: So what does evidence-based writing look like in the Guidebooks? To find out, study the Culminating Writing Task from the *Flowers for Algernon* unit. (p. 10 of handout)

Facilitator does: Provide 2-3 silent minutes to read. The task is in participants' handouts.

Facilitator says: Now, please discuss with your tables: how does this task demonstrate the shift of evidence?

Facilitator does: After partner/table talk, ask for a few people to share out. Emphasize the following look-fors as needed.

- Students are required to make and support an evidence-based claim using the text.
- Students cannot answer this question without a thorough and deep understanding of the text's meaning.
- Students must cite multiple pieces of relevant evidence including direct

quotations.

- The question is not based on personal experience or opinion.

Why is the Shift of Evidence Important?

- Workplace and college writing requires knowledge and evidence.
- Post-secondary instructors rated “identifying, evaluating, and using evidence to support or challenge the thesis” as one of the most important skills expected of incoming freshmen. (CCSS, pg. 25, App A)

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Duration: 2 minutes

Facilitator says: So why is this evidence shift important? Most college and career writing requires to students to take a position or inform others by citing evidence from a text, not by providing personal opinions. Across the grades, and even across the content areas, students need to develop the skill of grounding their responses in evidence from the text, both orally and in writing. Requiring students to use evidence can and should occur during oral discussions with read aloud in the youngest grades and continue across all grades and content areas.

Facilitator says: Currently, the focus is commonly to relate the text to yourself in narrative expressive pieces where students share their views on various topics. It is easier to talk about personal responses than to analyze what the text has to say, hence students - and teachers - are likely to engage in this type of dialogue before a text is fully analyzed. The unintended consequence of all of this is less time in the text and more outside the text. This tendency to move “outside the text” is problematic in any case, but far more so with complex text.

Facilitator says: Additionally, even when students are reading grade-level texts, they

have too often been encouraged to write or discuss without having to use evidence from the text. Just because a kid READS below level doesn't mean she's THINKING below level – we can't deprive her of the opportunity to participate because of her reading level - and she won't learn to do well otherwise.

Quote Source: National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). Common Core State Standards: Appendix A. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School.

What is the Shift of Knowledge?

Knowledge

Building knowledge through content-rich
nonfiction

24

Duration: 1 minute

Facilitator says: Finally, let's explore the third shift: knowledge. What words did you underline?

Facilitator does: Ask for a few people to share.

Facilitator says: Let's explore the core instructional change described in this shift.

Building Knowledge in the Guidebooks

Look at the Guidebook text list in your handout.

- What nonfiction texts are used?
- What knowledge do these texts build?
- How might these texts build knowledge?
- How might this knowledge support students in reading and understanding the other texts?

25

Time:

Duration: 8 minutes

Facilitator says: Let's explore how the Guidebook units are designed to build knowledge. Take a few minutes and look at a sampling of Guidebooks texts provided in your handout (p. 11). Notice what nonfiction texts are used, and consider how these texts might build knowledge.

Then, take 4 minutes to discuss the questions on the slide at your table.

Facilitator does: Ask participants to share their thoughts about the last question on the slide. The key idea here is that building knowledge from one text can impact the reading and comprehension of other texts.

Important note: The text lists in the handout were excerpted from the full text set list available on Learnzillion (<http://www.louisianabelieves.com/docs/default-sou…>).

Why is the Shift of Knowledge Important?

- Nearly a century of research links vocabulary to comprehension. (Whipple, 1925) (NAEP, 2013)
- A more recent, but similar body of research shows that comprehension and memory depend on prior knowledge. (Recht & Leslie, 1988)

This makes sense as knowledge of the world, and the words that describe it, go hand in hand.

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Duration: 2 minutes

Facilitator says: Take a minute to read the research findings on the slide.

Facilitator does: Provide a minute of wait time.

Facilitator says: The connection between background knowledge and comprehension and vocabulary is well known and pretty obvious. But we have been feeding kids KWL (know-wonder-learn) charts and lists of vocabulary words and expecting osmosis to do the rest. However, we know that this is not enough, which is what makes the shift of knowledge that much more important.

Research Sources:

- Hart, B. & Risley, T. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Paul H. Brookes Publishing.
- National Center for Education Statistics (2012). *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.
- Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor

readers' memory of text. *Journal of Educational Psychology*, 80(1), 16.

- Whipple, G.M. (1925). *Report of the National Committee on Reading*, IL: Public School Publishing.

Connect the Learning

- How will deepening your understanding of the ELA instructional shifts improve your teaching?
- How will deepening your understanding of the ELA instructional shifts increase your impact as a mentor?
- What are the most important aspects of these shifts for your mentee to understand and how can you support that understanding?

27

- **Duration:** 3 minutes



Facilitator says: To connect this portion of the morning's learning, please jot down your thoughts to these two questions in your handout on p. 12.

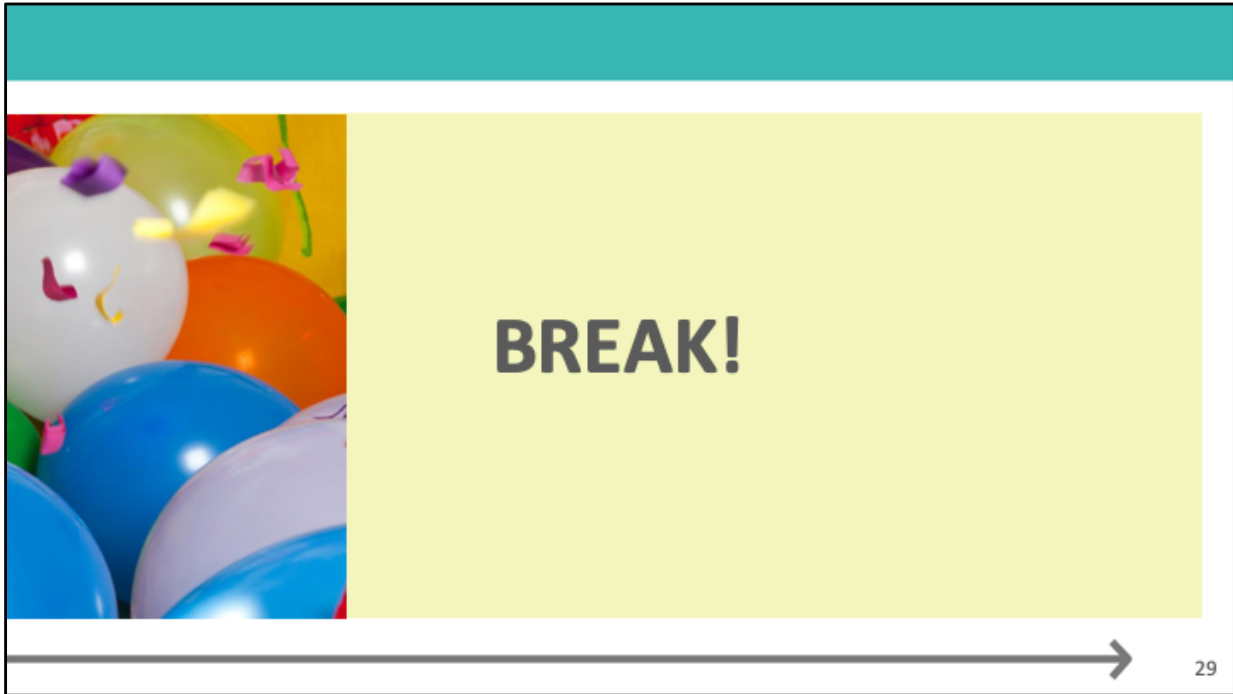
Introduction to the Shifts: Key Takeaway

Having a strong understanding of the instructional shifts in ELA increases the mentor's ability to coach their mentee's ELA instruction



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- **Duration:** 1 minute
- **Facilitator says:** So we've now experienced and learned that...
- **Facilitator does:** Read slide



SECTION START: 10:00
●**Duration:**15 minutes



Defining Close Reading in the Guidebooks

30

SECTION START: 10:15

- **Duration:** 30 seconds
- **Facilitator says:** Now we are moving into our final portion of this morning's content, defining close reading in the guidebooks.

Do Now

Independently:

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

Discuss with a Partner:

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

31

Duration: 5 minutes

Facilitator does: Direct participants to the text and questions in the Do Now section of their handout (p. 13). Provide a minute of independent review time, then click to reveal the discussion prompt and have participants discuss with a partner. Afterwards, check for understanding by inviting people to share with the whole group.

Look for:

- The first question provides a scaffold for the second question. Identifying the setting of the poem (Christmas Eve, in a cozy home with stockings hung up, etc.) prepares readers to correctly identify the poet's tone.

The Instructional Shifts in Literacy

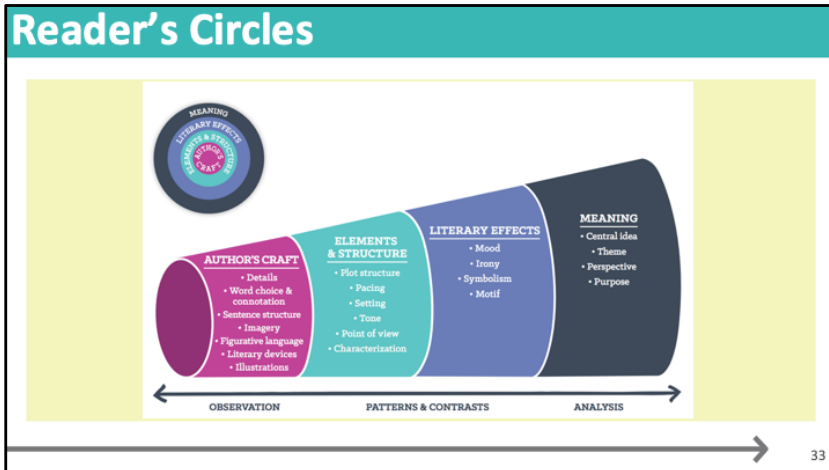
1. **Complexity:** Regular practice with complex text and its academic language
2. **Evidence:** Reading, writing and speaking grounded in evidence from text, both literary and informational
3. **Knowledge:** Building knowledge through content-rich nonfiction



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Duration: 30 seconds

Facilitator says: Close reading is a pedagogical structure that supports all three shifts. It provides an opportunity for regular practice with complex texts; it requires students to engage in reading, writing, and speaking grounded in text evidence; and it can be done with fiction and nonfiction texts.



Duration: 3 min

Facilitator says: In Guidebooks, close reading is embedded into instruction using the approach of Reader's Circles. Let's take a moment to review the concept of Reader's Circles

Facilitator does: Direct participants to review the Reader's Circles graphic in their handout (p. 14) and prompt them to think about how they would describe the Reader's Circles. Note that there is space in their handout beneath the graphic to jot down some of their ideas because in a moment they will be sharing with a partner.

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

Facilitator does: Invite participants to share out with the whole group afterwards. Look for/emphasize:

- The Reader's Circles are the Guidebooks' approach to close reading
- Way of breaking down the steps in the reading process to support students in reading and understanding complex texts
- Students will engage in multiple readings of a text

- Each reading = a different lens
- Makes the thinking process explicit for students so they can transfer this process to texts they read on their own
- A move from literal to more abstract thinking
- Compare this to a telescope – helping the reader focus their lens as they read a text to ultimately see/uncover the true meaning of the text.

Image Source: *ELA Guidebooks 2.0*

Zoom In: The Story of Prometheus

Section 1 (Lessons 1-3):



Lesson 1: Summarize a Greek myth

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

Created by: Louisiana Department of Education



Lesson 2: Analyze vocabulary in Greek myths

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

Created by: Louisiana Department of Education



Lesson 3: Analyze characters' actions in Greek myths

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

Created by: Louisiana Department of Education

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Duration: 30 seconds

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

Put on Your Student Hat



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

James Baldwin

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

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

For some cause Jupiter had sent these brothers to prison with the rest of the Titans. Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty folk were spending their time in idleness, drinking nectar and eating ambrosia, he was most upon plans for making the world wiser and better than it had ever been before.

He went out amongst men to live with them and help them, for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn† was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, being of themselves, hunted by wild beasts and by one another—the most miserable of all living creatures. (2)

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

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

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

Grade 8: Flowers for Algernon

Independently

- **Re-read** the text
- **Look for:** Which words reveal aspects of the characters?

With a Partner:

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

35

Duration: 8 minutes

Facilitator says: For the remainder of the morning we are going to ask you to take on and off your student hat. When you see this symbol of the ball cap, we want you to engage in the activity as a student would. Then we will take off that hat and reflect on the experience together. So here we go- Put on your student hat! We are going to experience the Reader's Circles using The Story of Prometheus just as students would based on how these lessons are laid out in the Guidebooks.

Facilitator does: Review directions – have participants re-read independently with a lens for which words reveal aspects of the characters. The stories are located in the handout on p. 15-19.

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

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

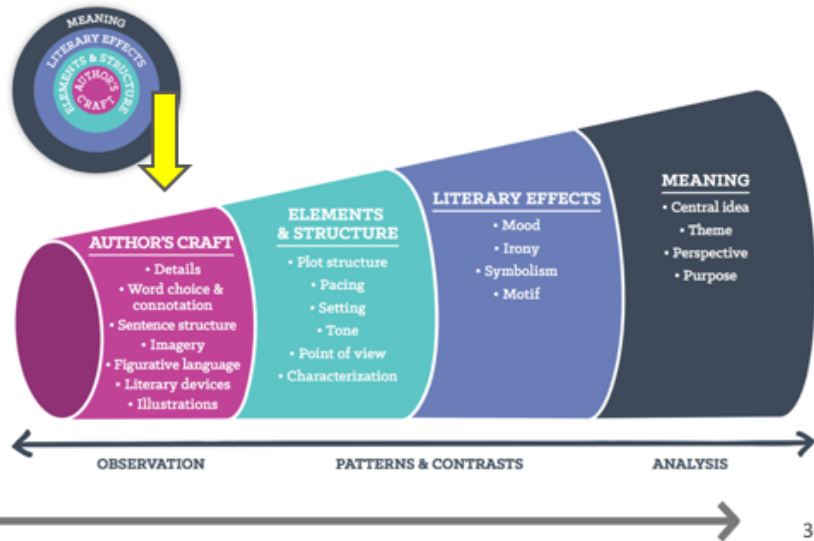
Look for:

- Words that describe Prometheus: forethought, intent, hastened, and boldly
- Words that describe Jupiter: punish, puny, tyrant, or distress

Image Source: Public Domain

Let's Discuss!

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



36

Duration: 3 min

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

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

Image Source: ELA Guidebooks 2.0

Put on Your Student Hat



Discuss with a Partner:

- Why does Jupiter refuse to give humans fire? What does this reveal about Jupiter's character?
- What motivates Prometheus to defy Jupiter? What does this reveal about Prometheus' character?
- How are humans impacted by Prometheus' decision to defy Jupiter?

37

Duration: 4 minutes

Facilitator says: Here we go again - let's put that student hat back on and let's continue our journey through the Reader's Circles!

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

Look for:

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

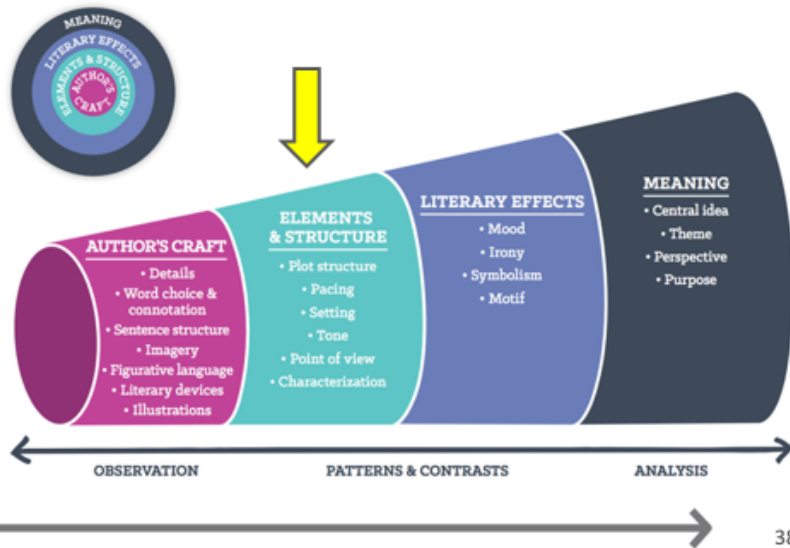
Prometheus teaches them how to cook and protect themselves and make tools.
They become more civilized and happy once again.

Source: ELA Guidebooks 2.0

Image Source: Public Domain

Let's Discuss!

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



38

Duration: 4 minutes

Facilitator says: Now take off your student hat and put your teacher hat back on.


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

Look for:

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

Image Source: ELA Guidebooks 2.0

Put on Your Student Hat



Discuss with a Partner:

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

Use evidence from the text to support your thinking!

39

Duration: 4 minutes

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

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

Look for:

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

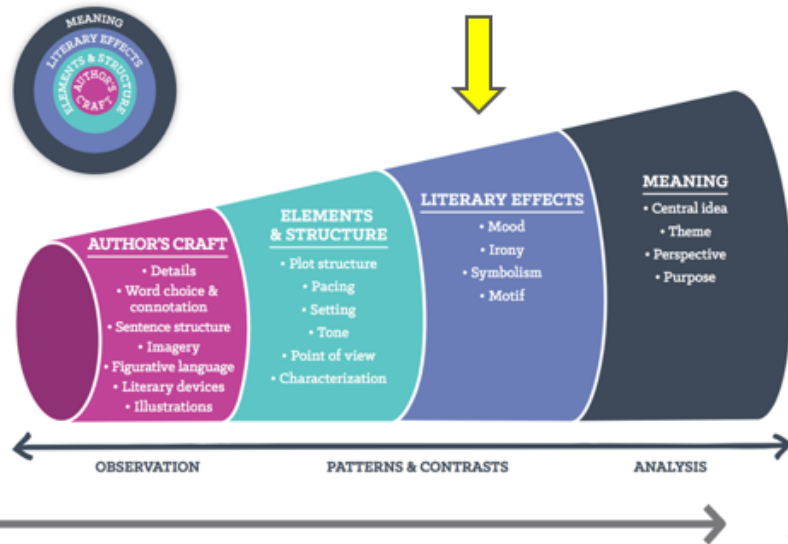
- Possible evidence:
 - “These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.”
 - “The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.”

Source: ELA Guidebooks 2.0

Image Source: Public Domain

Let's Discuss!

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



40

Duration: 4 minutes

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

Look for:

- We are in the third circle (Literary Effects) and we know because the question is prompting us to think about symbolism in the text.

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

Facilitator does: Ask the last question on the screen and invite participants to share their thinking with the whole group.

Put on Your Student Hat



Discuss:

The gods are referred to as the “Mighty Ones.” Based on the text, are the gods truly mighty? Explain your thinking using evidence from throughout the text.

41

Duration: 4 minutes

Facilitator says: We are almost done with our journey through the Reader’s Circles. Let’s put that student hat back on one more time! With your partner, discuss this final question about the text. Be sure to give evidence from the text to support your reasoning.

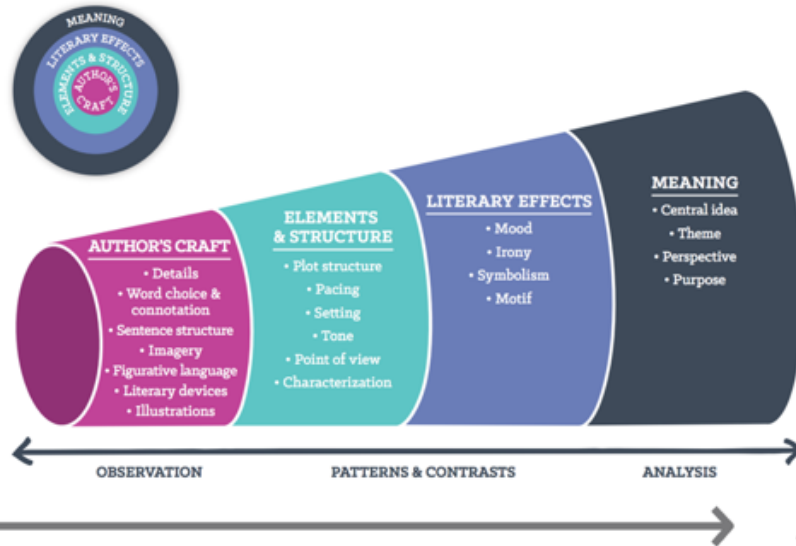
Facilitator does: Direct participants to these questions in their handout (p. 22) and the space provided to record the notes from their discussion.

Look for:

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

Let's Discuss!

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



42

Duration: 4 minutes

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

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

Look for:

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

Image Source: ELA Guidebooks 2.0

What Does This Look Like in the Guidebooks?



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

43

Duration: 1 minute

Facilitator says: The reading instruction in the Guidebooks uses the Reader’s Circles as a foundation. Although it will look different depending on the grade level and text, students will always be taken on a “journey through the circles” to help them build strong understanding of the complex text they are reading.

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

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

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

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

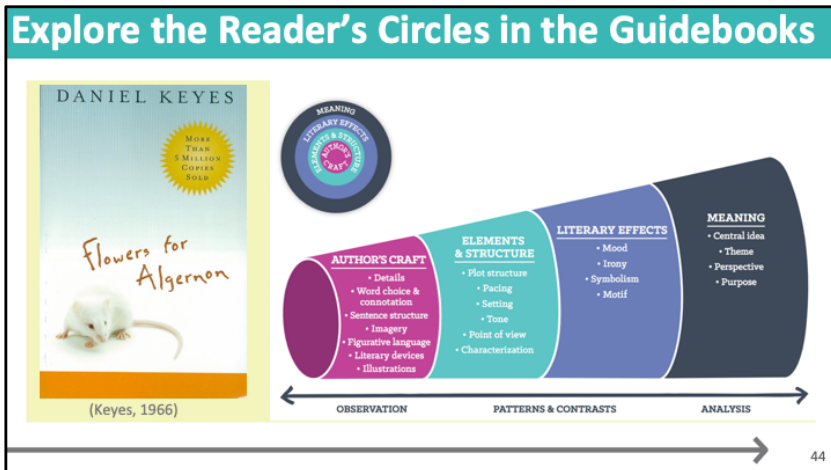
Facilitator says: You may see this journey unfold over a few or several lessons, or

even over the course of an entire unit when it comes to the anchor text. It's important to point out that you won't necessarily see this journey from start to finish (i.e. moving through all 4 circles) in a single lesson! Since many supplemental texts in our units have multiple reads and multiple lessons, you will see this journey unfold throughout a sequence of lessons.

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

Key Point: You won't necessarily move through all of the Reader's Circles in one single lesson – this typically happens over the course of a sequence of lessons.

Image Source: ELA Guidebooks 2.0



Duration: 7 minutes

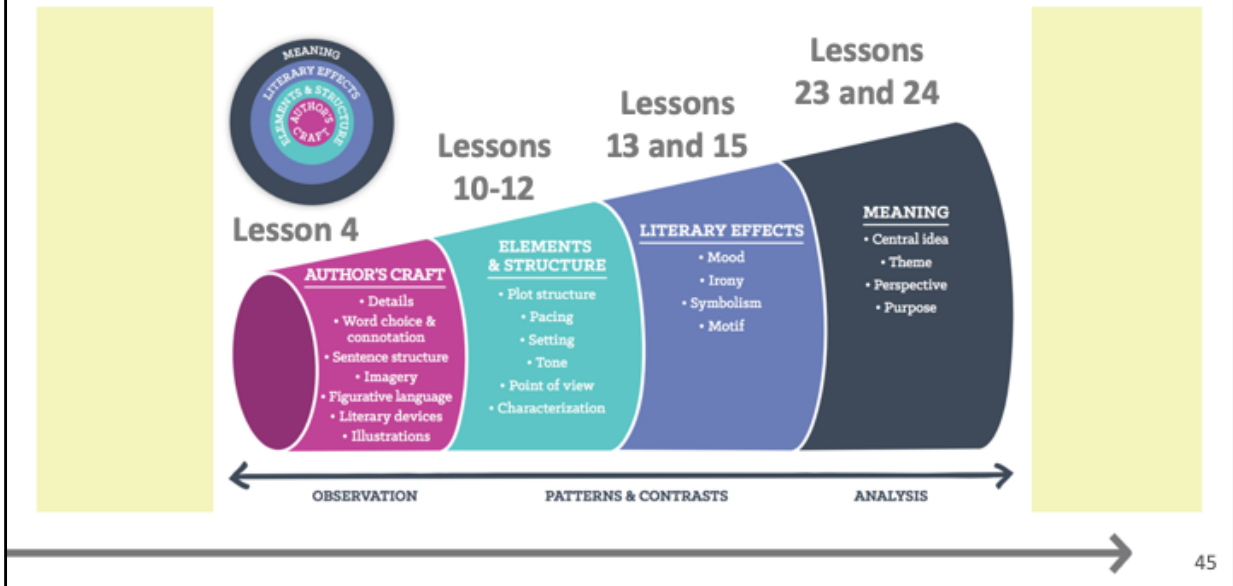
Facilitator says: Now that we've seen what this looks like with a single supplemental text, let's explore what this looks like when the journey unfolds throughout an entire unit to deepen understanding of the anchor text.

Facilitator does: Review directions and give each table group the handouts (p. 23-38). Circulate during work time.

Note: You'll need to assign one set of handouts to each table. Within these handouts are large screenshots of lesson slides from the following lessons (see look fors above):

- Lesson 4
- Lesson 10
- Lesson 11
- Lesson 12
- Lesson 13
- Lesson 15
- Lesson 23
- Lesson 24

Let's Discuss!



Duration: 2 minutes

Facilitator does: Facilitate whole group debrief. Click to reveal placement of each lesson (do this either as people share, or afterwards to round out the responses).

Look Fors:

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

Capture Your Learning

- What are the Reader's Circles and how do they live in the Guidebooks?
- How does the sequence of tasks and questions in the Guidebooks support building understanding of the text?
- Why is it important to implement the Guidebooks with integrity?

46

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 note-catcher.

Facilitator does: Direct participants to their handouts (p. 39), 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.

Connect the Learning

- How will deepening your understanding of the Reader's Circles & how they live in the guidebooks impact your role as a teacher?
- How will deepening your understanding of the Reader's Circles & how they live in the guidebooks impact your role as a mentor?

47

- **Duration:** 3 minutes
- **Facilitator says:** To connect this portion of the morning's learning, please jot down your thoughts to these two questions in your handout (p. 40).

Readers Circles: Key Takeaway

Reader's Circles are an effective pedagogical structure for close reading that builds understanding of complex grade-level texts for all readers.



48

- **Duration:** 1 minute
- **Facilitator says:** So we've now experienced and learned that...
- **Facilitator does:** Read slide

Connection to the Teacher Competencies

49

SECTION START: 11:25

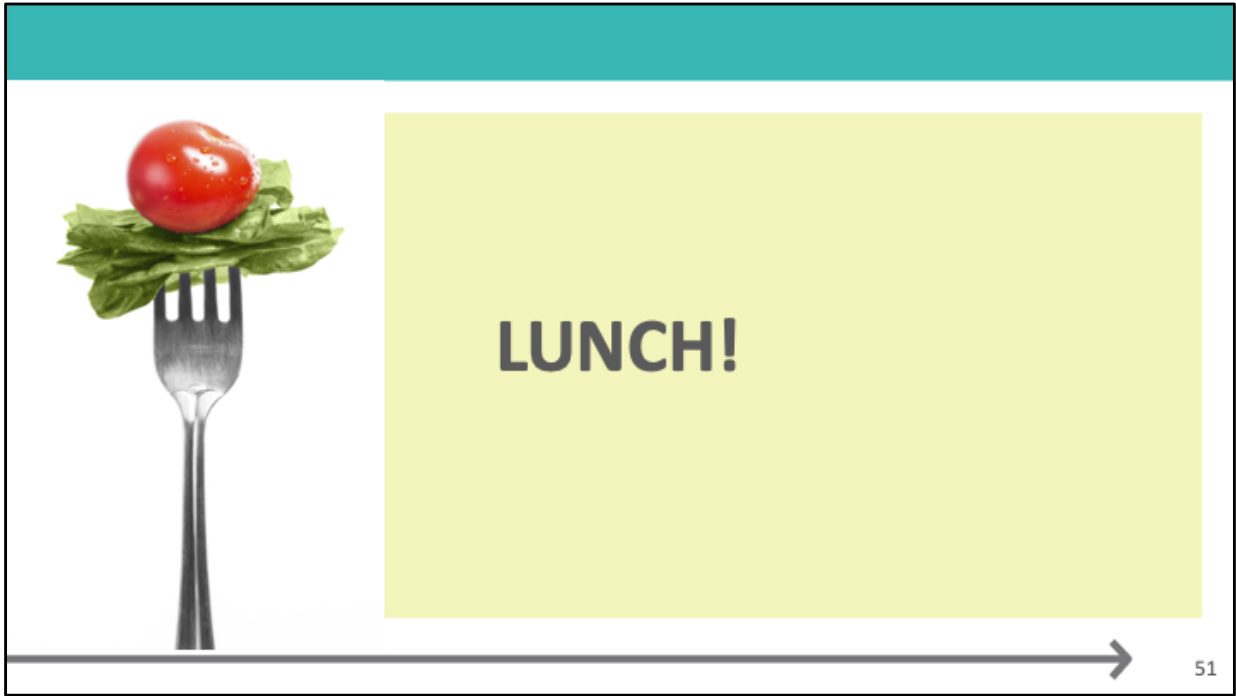
- **Duration:** 30 seconds
- **Facilitator says:** Let's take a few minutes to see where this content appears in the Competencies you are helping your mentee develop. You are going to meet up with your Tampa Bay Buccaneers partner to complete this activity. So everyone stand up and find your new teammate & a place to work together on this next activity.

Teacher Competencies

- Examine the ELA and Literacy Teacher Preparation Competencies (pp. 6-10) and note alignment between the competencies, the instructional shifts in ELA, and close reading.
- Where in the competencies are these practices evident?
- Be ready to explain.

50

- **Duration:** 20 minutes
- **Facilitator says:** Pull out your Teacher Preparation Competencies document. In just a moment, I'm going to ask you to stand up with your Competencies and a writing utensil and meet up with your Tampa Bay Buccaneers partner. Together, you will examine the ELA and Literacy Teacher Preparation Competencies. Your task is to identify specific competency areas where the practices we've learned about this morning are evident.
- **Facilitator does:** Give participants time to review the literacy competencies. Then solicit sharing from participants.
- **Note:** If any participants do not have their teacher preparation competencies with them, they can access them on <https://www.louisianabelieves.com/>



SECTION START: 11:45

●**Duration:** 45 minutes

The Mentoring Cycle



52

- **Duration:** 30 seconds
- **Facilitator says:** Here is where Set New Goals falls in our mentor cycle visual - it is part of the measure progress section and helps us answer the questions, “How am I going to figure out if they got better?” and “What should we work on next?”



**SET NEW
GOALS**

53

SECTION START TIME: 12:30 (after lunch)

● **Duration:** 30 seconds

● **Facilitator says:** We are moving along in our mentor cycle to the measure progress section. In modules 4 and 5 we discussed planning for two types of interventions - model teaching and co-teaching - as two ways to support your mentees in meeting their SMART goals. The next step in this process is Setting new goals. During this segment we will focus on how you determine if it is time to set new goals.

Module 6 Afternoon Outcomes



- Set new goals and determine future plans for intervention.

54

● **Duration:** 30 seconds

● **Facilitator says:** This is our outcome focus for this afternoon.

Set New Goals: 3 Key Components

- Examine all data
- Identify progress
- Determine next steps



55

- **Duration:** 30 seconds
- **Facilitator says:** The three key components for setting new goals include examine all data, identify progress, and determine next steps. This part of cycle should feel very familiar to the work you did in diagnose and coach. Once again we are going to analyze data, debrief with the mentee, and write a revised or new coaching plan. The difference is that now, you are not starting out fresh. You have work with your mentee under your belt, which provides you with data and progress to build off of. This also means that you will be using multiple sources of data collected throughout your work together, not just data from one observation. ***animate*** Let's look at examine all data in more detail.

Examine All Data

- Initial observation and one-on-one debrief notes
- Model teaching look-for checklists and debrief notes
- Co-planning notes
- Co-teaching debrief notes
- Student work
- Student data
- Additional observations and feedback



SET NEW GOALS

56

- **Duration:** 5 minutes
- **Facilitator says:** This first component to setting new goals is not a new skill. We have analyzed data many times during our mentor cycle. However, we may have been focusing solely on one piece of data such as the initial observation data or debrief notes. During set new goals you look at the whole picture of your work thus far with your mentee. Imagine that at this point in the cycle you have been working for several weeks or months with your mentee on their SMART goal. You will “check in” with your mentees on progress toward meeting their goals. Prior to that check in, you will want to look at all the data you’ve collected since that initial observation. This data could include any or all of the following.
- **Facilitator does:** Read through the different types of data listed on the slide. After reviewing the slide, pose the question to participants if there are any other data sources they could see using at this point and share those ideas out with the whole group.
- **Facilitator says:** To practice this part of the mentor cycle we are going to use a scenario. This scenario will support our work throughout all three components of the Set New Goals part of the mentor cycle. You will be given

some sample data to work with as we work our way through the Set New Goals part of the mentor cycle.

Examine All Data

Set New Goals Guiding Template

Step One: Examine New Data

Guiding Questions	Analysis Notes
What data are we looking at?	
What is being measured in each assessment?	
How did various populations of students perform? Are all students being positively impacted?	
What areas of student performance are demonstrating the goal is or is not being met?	
Do patterns exist in the data?	

SET NEW GOALS

57

- **Duration:** 2 minutes
- **Facilitator says:** We have created a tool/template for you to use as you work your way through the three components of the Set New Goals part of the mentor cycle. This tool can support you as you analyze the multiple sources of data and can be found on page 43-45 of your handout. Throughout the rest of the afternoon we will utilize one scenario to model how to use this template and provide you with an example or a model. Then we will provide you with a second scenario with which you will practice working your way through the template and three components of Set New Goals. You will have time to look through all of the different data sources for your scenario and begin to draw some conclusions and make decisions about whether this fictional mentee is ready to set a new goal, or if they may need to continue with your support on the current goal.

Examine All Data: Example

SMART Goal: *For the next text, the teacher will plan instruction that addresses every level of the Reader's Circles so that students build a strong understanding of the text as measured by students' responses to text-based questions.*

What did the mentor see when they examined the data?

What do you agree or disagree with?



58

- **Duration:** 10 minutes
- **Facilitator says:** On page 46 of your handouts, you will see this SMART goal. In this particular scenario the mentee has been working on the following SMART goal (read goal aloud). In a separate packet (“Tops and Bottoms”), you will find three sample pieces of data that was created during this mentee & mentor’s work together. You will see the debrief notes from the initial observation, a co-planning document, and analyzed notes from a later classroom visit. Following that sample data, you will see how the mentor has utilized the guiding questions in the first part of the template to examine and analyze this data. Studying this example will provide an example of how you can use the guiding questions in the template to examine the data collected during your work with a mentee.
- You will have 6 minutes to look at the data and this mentor’s analysis notes. Be ready to discuss whether you agree or disagree with what they’re seeing in the data.
- **Facilitator does:** Provide participants with 6 minutes to read through the example data and example analysis notes in part one of the template. After 6 minutes, bring the group back together and **animate the slide** to reveal the discussion questions. Call on participants to share their thoughts/ideas to the two discussion questions with the whole group.

- **Facilitator says:** Remember, this analysis is just an example, and really only is analyzing the sample pieces of data you looked at. Remember when you do this for real, you will be answering these questions about MULTIPLE pieces of data. You will practice this right now with a different scenario and data set.

Scenario Practice

SMART Goal: *During the next five lessons, the teacher will utilize evidence-based questions that are focused on the content of the text rather than opinions so that students provide answers based on evidence rather than prior knowledge as measured by teacher observations during class discussions.*

Data Includes:

- Initial observation notes & one-on-one debrief planning document
- Coaching plan
- Model teaching checklist and feedback notes
- Student discussion data
- Additional observation notes



- **Duration:** 12 minutes
- **Facilitator says:** Now you will have a chance to practice using the first part of this template. In this scenario, the mentee’s goal reads as follows...(read the goal on the slide). Remember that the goal was created based on this mentee’s initial observation and one-on-one debrief. The data that you all will have to analyze for this teacher includes... (read information on slide). This data can be found in your separate handout packet that reads “Because of Winn Dixie” at the top. Your job will be to use the analysis tool we just looked at to analyze the multiple data sources and start to draw some conclusions on how you think this teacher is progressing toward meeting their SMART goal. You will use the guiding questions to help you analyze the data and jot down notes as you begin to draw those conclusions just like in the example we just shared with you.
- **Facilitator does:** Give participants time to work through step one of the tool and analyze the new data set.

Practice: Whole Group Share

SMART Goal: *During the next five lessons, the teacher will utilize evidence-based questions that are focused on the content of the text rather than opinions so that students provide answers based on evidence rather than prior knowledge as measured by teacher observations during class discussions.*

What were some of your findings as you analyzed the data sources?



60

- **Duration:** 8 minutes
- **Facilitator does:** Invite participants to share out with the whole group. Use the guiding questions from the template to invite answers from participants as they share their findings.

Set New Goals: 3 Key Components

- Examine all data
- Identify progress
- Determine next steps



61

- **Duration:** 30 seconds
- **Facilitator says:** Now that we've examined all the data ***animate*** the next step is to draw conclusions and identify if any progress was made toward the SMART goal.

Identify Progress

- Use professional judgement
- Refer to Tier 1 curriculum guidance
- Possibilities:
 - Student data collected shows obvious progress, ready to try something new
 - 80% achieved is usually sufficient
 - Progress has been slow, may not be the right thing to target, needs a new goal
 - Needs more direction and support on this goal
 - Needs support on something not addressed by current goal



62

- **Duration:** 5 minutes
- **Facilitator says:** Now that you've had a chance to analyze different data collected while working with a mentee, it's time to decide if based on what you are seeing, if your mentee has made progress toward the SMART goal. You will need to do some pre work before you discuss your analysis with your mentee, this is similar to the pre-planning you did for that initial one-on-one debrief you conducted after the initial observation. This will make it much easier for you to guide your discussion with your mentee because you'll be prepared.
- Let's continue working through the analysis template. This template and process should feel very similar to the one we used during the initial observation analysis, however just like in step 1 instead of analyzing strengths and weaknesses from one piece of data - an observation - to set an initial goal, we are analyzing multiple pieces of data over time to determine progress and decide if the initial goal has been met and the mentee is ready to move on to a new goal.
- It is difficult to define exact characteristics of what adequate or necessary progress toward a mentee's SMART goal will look like because all goals are different. This is where you need to use your professional judgement. After analyzing the data and using the guiding questions in step two, how will you determine if your mentee has or hasn't made progress? It might be very

obvious based on the student data collected that the teacher has improved in their desired area of focus. A goal might be 80% achieved and in your eyes this is enough for the teacher to move on to a new goal. You might determine based on your analysis that progress has been really slow and perhaps this is not the right goal or process for achieving it and therefore a new goal should be set. Your mentee may be asking for more direction and support and therefore continued support on this specific goal is necessary. Or your mentee may be asking for more direction and support that is not addressed by their current SMART goal and therefore it makes most sense to set a new goal. These of course are not an exhaustive list of examples, but hopefully will help guide your thinking during this next part of the process.

- The information on this slide is also included in your handout on page 42.
- On page 44 step two of the tool also includes some guiding questions to guide your thinking and analysis during this component. Take 2 minutes to read through the analysis questions that will help you identify progress.

Photo credit:

https://www.google.com/search?q=person+thinking&rlz=1C5MACD_enUS622US623&source=lnms&tbm=isch&sa=X&ved=0ahUKEwix5svgnpnfAhUEb60KHTqOCRkQ_AUIDigB&biw=1416&bih=683#imgrc=C6yy25meqr-LVM:

Identify Progress: Example

- Read through the example mentor's Identify Progress notes.
- Discuss:
 - What do you notice in their notes?
 - What do you agree or disagree with?



63

- **Duration:** 10 minutes
- **Facilitator Says:** Let's consider the example we started to study as a model in the first step. Remember this mentee's goal was: *For the next text, the teacher will plan instruction that addresses every level of the Reader's Circles so that students build a strong understanding of the text as measured by students' responses to text-based questions.* And remember the main conclusion that the mentor drew from examining the data was that there seemed to be a pattern in the student's discussion responses that they had built a strong understanding of the text.
- Let's move on to this next step of work our example mentor has done: identify progress. Now the mentor has considered the questions included in step 2 of the template and jotted down their thoughts on page 44 of your handouts.
- Take 4 minutes to read through the model mentor's notes on "Identify Progress". Please feel free to make notes about what you notice.
- **Facilitator does:** Allow participants to read and review for 4 minutes, then animate slide.
- **Facilitator Says:** Now use the notes you just made to discuss at your tables. What do you notice in their notes? Do you agree or disagree with the mentor's line of thinking? You will have 5 minutes.
- **Facilitator does:** Allow participants to discuss for 5 minutes at their tables. Bring the whole group back together & invite a few participants to share their thoughts.

Photo credit:

https://www.google.com/search?q=person+thinking&rlz=1C5MACD_enUS622US623&source=lnms&tbm=isch&sa=X&ved=0ahUKEwix5svgnpnfAhUEb60KHTqOCRkQ_AUIDigB&biw=1416&bih=683#imgrc=C6yy25meqr-LVM:

Practice & Whole Group Share

Has the teacher made progress?

What additional evidence, if any, is necessary to show adequate progress?

Does enough evidence exist to support that the teacher has adequately met their goal?

Could the teacher benefit from continued work on this goal?



64

- **Duration:** 15 minutes
- **Facilitator says:** Now let's go back to the scenario you've been practicing with. Remember this is the mentee working on asking questions that are focused on the content of the text. You've already had some time to dig into the data, now you will have an additional 10 minutes to identify progress or lack thereof with your table groups. Discuss the questions in step 2 with your tablemates, jot down your notes and thinking and be ready to share out with the whole group your findings.
- **Facilitator does:** After 10 minutes, take 5 minutes, during which you invite participants to share out findings with the whole group. Ask participants to share whether they believe the mentee in their scenario has made adequate progress toward their SMART goal and whether or not they feel the mentee is ready to move on to setting a new goal. Also ask them what evidence or lack of evidence they have that supports their decision.

Set New Goals: 3 Key Components

- Examine all data
- Identify progress
- Determine next steps



65

- **Duration:** 30 seconds
- **Facilitator says:** After examining the data, and identifying if progress was made or not made, ***animate*** we now determine next steps with our mentees in our work together and what that will look like moving forward.

Determine Next Steps

- On your own, draft next steps
- Set up “check-in” with mentee
- During “check-in”:
 - Review data
 - Identify progress
 - Determine next steps in your work together



66

- **Duration:** 7 minutes
- **Facilitator says:** Now that you’ve examined all of the data and identified progress toward their SMART goal it is time to determine next steps in your work with this mentee. Again, this is all pre-planning on your end so when you do have that conversation with your mentee you already have these ideas in mind to help guide your conversation. First on your own, you will decide what you think are the best next steps for your mentee. Should they continue working toward this SMART goal, or have they made progress and are ready to move on to working on another, different instructional practice? Once you have prepared and determined next steps on your own, go ahead and schedule a “check in” with your mentee. Explain that during this conversation you will look at your work together so far, that they should bring any student work that will support them in meeting their SMART goal and any other notes they think could contribute to the conversation. During the check in conversation you will once again go through these same three steps with your mentee in an abbreviated way since you’ve already gone through them on your own - review the new data, identify progress or lack of, and determine next steps in your work together. This conversation is very similar to debrief conversations you’ve already learned about in previous modules, just with different guiding questions to keep this conversation focused on setting new goals. Let’s look at step 3 in the template we’ve been using to look at this process in more detail on pages 45 of your handouts.

- **Facilitator does:** Walk participants through step 3 of the tool.

“Check-In” Protocol

Step Three: Determine Next Steps

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
Step One: Examine New Data		
Your SMART goal is _____. How do you think it's going in meeting your goal?		
What actions/supports have best supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
Step Two: Identify Progress		
How do you feel about the progress you've made toward meeting your SMART goal?		
What, if any, additional work could be done in continuing to address this SMART goal?		
Step Three: Determine Next Steps		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		
If the answer to the above question is no) What next steps should we take to continue working on this goal? (i.e. another model or co-teach, observation with feedback, etc.)		
If the answer to the above question is yes) Do you have another focus area in mind that we can set a new SMART goal for?		
If the answer to the above question is yes) Would you like to participate in a new observation and see what new areas to grow in come through as a result?		

Yes

Do you have another SMART goal in mind?

No

What's the next thing we can work on for this goal?

SET NEW GOALS

NOTE: THIS SLIDE INCLUDES ANIMATIONS - IT IS NOT MESSED UP.

- **Duration:** 4 minutes
- **Facilitator says:** Much like the template used for the initial one-on-one debrief, there is a column that includes suggested guiding questions, but remember you may not always ask every single question listed, a column for you to plan out your thinking because you've already done your pre-planning prior to the conversation with your mentee, and a third column for you to take notes during the conversation with your mentee. The first two sections of the template are shorter versions of the questions we used earlier to analyze the data and identify progress. You are going to talk through these steps more briefly during your conversation with your mentee. The third section, includes questions to determine next steps with your mentee in your work together. Together you will determine next steps.
- **(animate the slide)** If you determine that the mentee has not met their SMART goal and there is more work to be done in order to meet it, what next steps need to happen to continue working on this goal? This could be scheduling another model or co-teach activity or even an additional observation where you can provide some specific feedback on the mentee's instruction. If you both agree that the SMART goal has been met based on the evidence in the data collected, there may be one of two ways to move forward in your work together. You and your mentee may already have another instructional practice or skill in mind that has naturally come up in

conversation or your work together that they want to focus on next. If this is the case, you and the mentee can create the new SMART goal together during your conversation and work your way back through the mentor cycle as needed. Otherwise it would be reasonable to conduct another classroom observation with a new focus area to help guide development of the next SMART goal and embark on a new mentoring cycle.

- Out of these three different possible scenarios, two of them will require you to write a new coaching plan following the conversation with your mentee.
animate If you and your mentee develop a new SMART goal or decide to keep working on the same goal, but need to try some new interventions, then you will want to complete a coaching plan based on the outcomes from your conversation. If you and your mentee decide to conduct another observation and one-on-one debrief to help determine a new area of focus, then the coaching plan will be written according to its placement in the mentoring cycle.

Determine Next Steps: Example

- What was the outcome of the conversation?
- Do you agree or disagree with the outcome?
- Will a new coaching plan be developed as a result of this conversation? How do you know?
- What else are you noticing?

68

- **Duration:** 10 minutes
- Let's return to our example mentee situation we've been using as our model all afternoon. On page 12 of that handout is part 3 of the tool completed with notes from the mentor's pre-planning and some notes that the mentor took during the check-in conversation where they are determining next steps.
- Take 5 minutes to read through the example notes and make notes about what you see. Use the questions on the slide to guide your reading and note taking. Can you determine what was the outcome of the conversation? Will a new coaching plan be developed as a result of this conversation? Do you agree or disagree with the outcome? What other things are you noticing?
- **Facilitator does:** Allow participants 5 minutes to read through the example and discuss with their table group. Then take 5 minutes for a discussion of the questions on the slide. Use the questions to guide the conversation and solicit sharing from the room.

Determine Next Steps: Practice

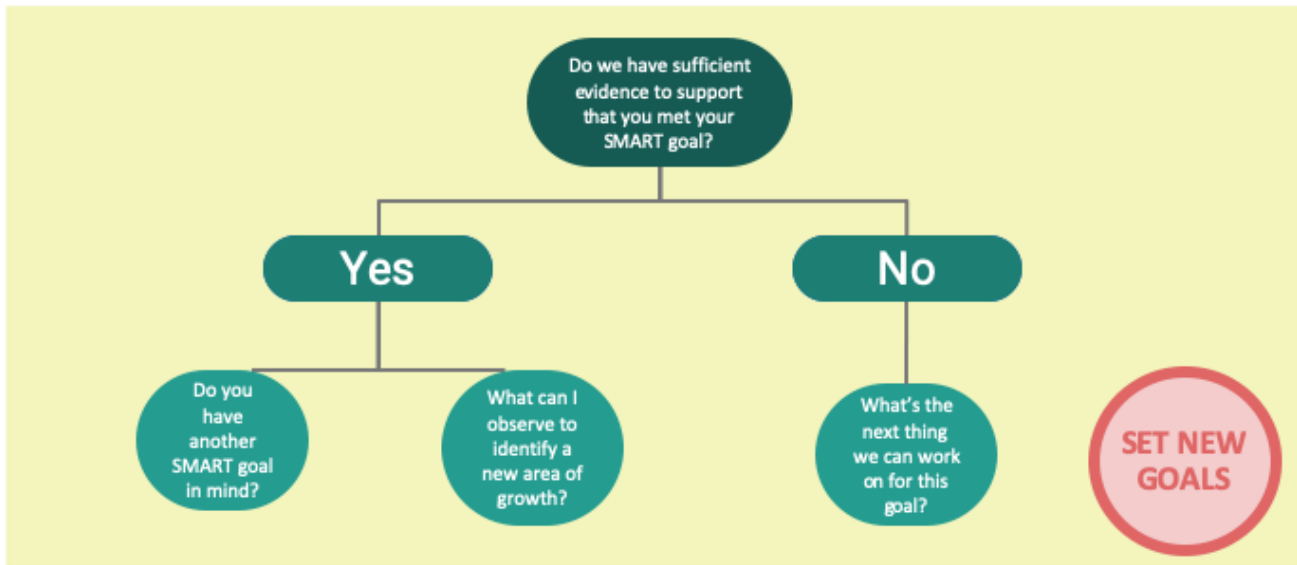
Step Three: Determine Next Steps

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
Step One: Examine New Data		
Your SMART goal is _____. How do you think it's going in meeting your goal?		
What actions/supports have been supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
Step Two: Identify Progress		
How do you feel about the progress you've made toward meeting your SMART goal?		
What, if any, additional work could be done in continuing to address this SMART goal?		
Step Three: Determine Next Steps		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		
<i>(If the answer to the above question is NO) What next steps should we take to continue working on this goal? (i.e. another model or co-teach, observation with feedback, etc.)</i>		
<i>(If the answer to the above question is YES) Do you have another focus area in mind that we can set a new SMART goal for?</i>		
<i>(If the answer to the above question is YES) Would you like to participate in a new observation and see what new areas to grow in come through as a result?</i>		



- **Duration:** 15 minutes
- **Facilitator says:** You will now have 15 minutes to do your “pre-planning” for this check in with your “mentee” based on the scenario you’ve been practicing with all afternoon. You will use your notes from steps 1 and 2 to help you complete column 2 in step 3 and prepare for the conversation you would be having if this was your mentee. You are going to meet up with your Carolina Panthers teammate to work on this together.
- **Facilitator Does:** Circulate while participants are working on their pre-planning.

Whole Group Share



70

- **Duration:** 10 minutes
- **Facilitator says:** Let's have a few participants share out some of the questions they would include during their conversation with this particular mentee. We would also like to hear where you "pre-planned" this conversation to go. Do you think it is best to have this mentee continue to work on the same goal or did they master the goal according to the data and your analysis and are ready to move on to a different need? Let's hear some of your thoughts!
- **Facilitator does:** Facilitate a whole group share out about how they pre-planned for a check-in conversation with this particular mentee.
- **Facilitator says:** Awesome! You've now worked through all three steps of how to measure the progress a mentee is making. These are the exact steps and tools you can use as you come to the end of a cycle of work with your mentee and need to decide what to do next! Tomorrow, we will learn how to engage your mentee in reflection, which is an important step to take if your mentee has mastered a goal and is ready to tackle another one - before moving on you'll want to engage them in reflection to ensure their learning is solidified in their mind. But we'll get to that tomorrow!

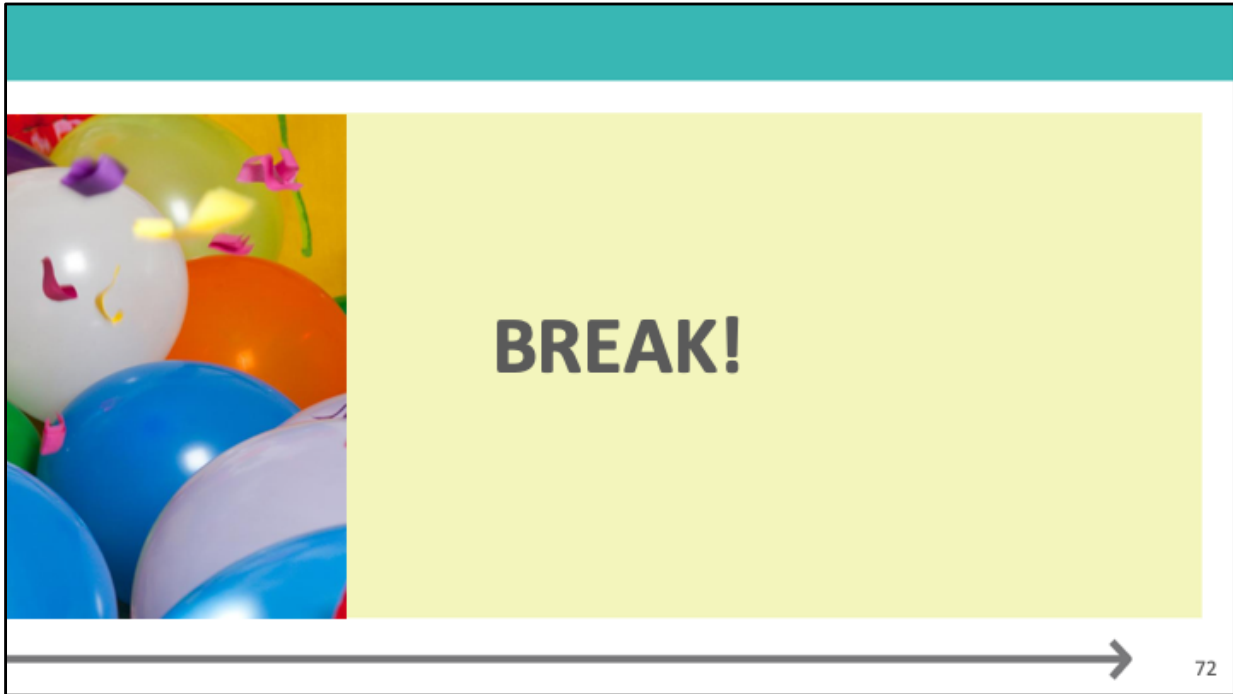
Set New Goals: Key Takeaway

The mentor monitors data on mentee progress toward SMART goal to determine when it is appropriate to set new goals.



71

- **Duration:** 30 seconds
- **Facilitator does:** This afternoon, we learned [Read slide].



SECTION START: 3:25

●**Duration:**15 minutes

Connection to Assessments

73

SECTION START: 3:40

- **Duration:** 30 seconds
- **Facilitator says:** So let's take a look at where everything we've discussed today appears in the assessments.

Reading Complex Grade-Level Texts

Louisiana Department of Education

Reading Complex Grade-Level Texts

In Progress

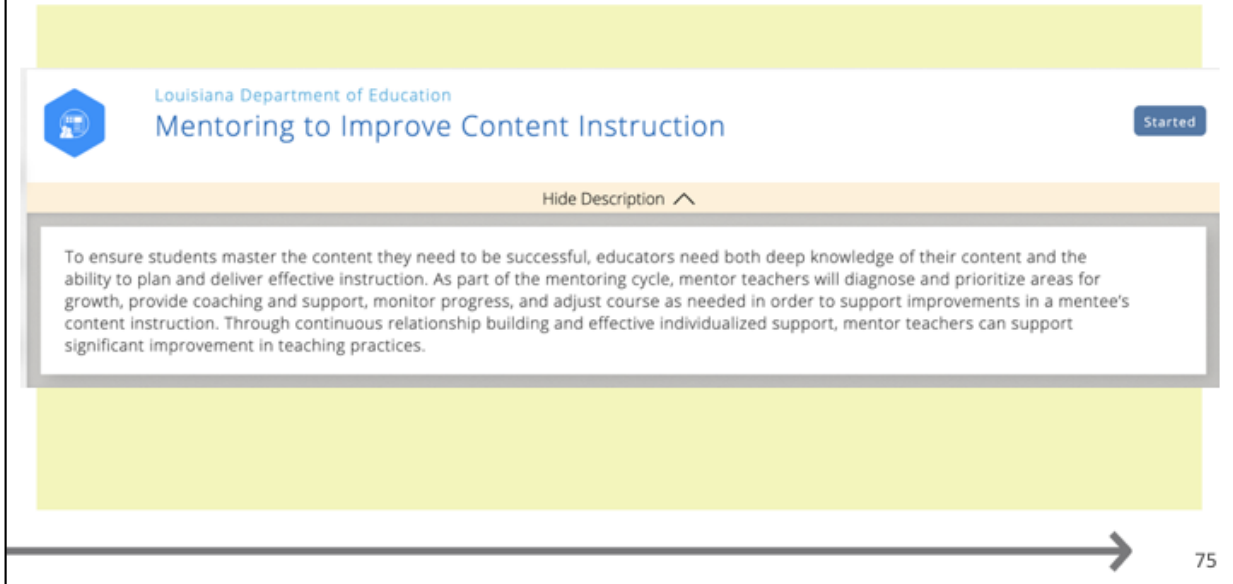
Hide Description ^

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

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- **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:
 - Today we learned about text complexity and tomorrow we will talk more about text dependent questions.
 - Remember, the content area assessments can be completed in your own classroom OR in your mentee's classroom - it's about proving you have the ELA content knowledge to be a mentor

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.

75

- **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:
 - We've now learned some about the final step in the assessment, monitor progress.

The Assessments

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

76

- **Duration:** 6 minutes
- **Facilitator says:** I'm going to log on to the platform and give just a high-level overview of each of these three 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
 - Participants may have already chosen to use Math for this module, which is totally fine. In that case, they should continue on with their math work.
 - Analyze -If participants want to use ELA for this module, they are ready to accomplish this part of the assessment. They know what to "look-for" when it comes to strong ELA instruction and they know how to conduct an observation, analyze that data to prioritize a need, and set goals.
 - Develop - If they want to use ELA, they are ready for this part of the assessment as they know how to develop a coaching plan.
 - Implement - If they want to use ELA, they are ready for this part

of the assessment as they should have already started relationship building, and hopefully have started coaching as well. They now have also learned how to monitor progress- the artifacts that you could include for this part of the assessment could be the tool they learned about all afternoon, notes from the check-in conversation, the new coaching plan written as a result of the conversation, a recording of the check-in conversation, pictures of the multiple sources of data collected that led to the decision to set a new goal, etc.

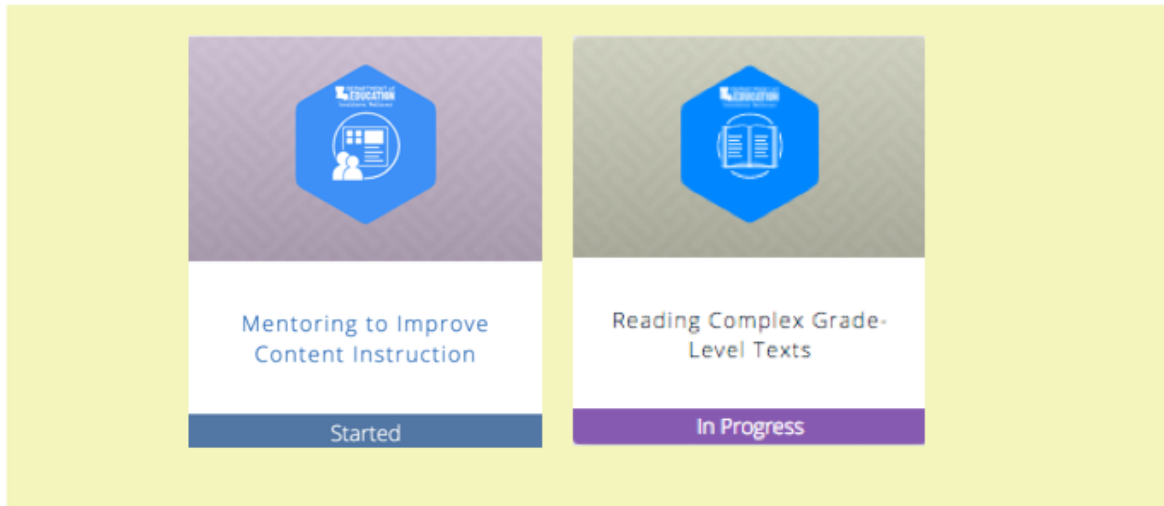
- Reading Complex Grade-Level Texts
 - Analyze - You learned how to analyze a text, so you are ready to do this
 - Develop - You can do this part based on your learning today and we will learn more about this tomorrow.
 - Implement - For this step you'll implement the plan you create for steps 1 and 2 and collect 3 pieces of student work.
 - Evaluate - they will write a reflection on the lesson by answering the questions listed.

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

Username: learningforwarddemo@bloomboard.com

Password: BBLearning4ward

Work Time



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- **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. There may be work you can do right now - such as choosing a text and starting to analyze it's complexity or writing a coaching plan based on observation notes. Or there may be planning work that you can do - such as emailing your mentee a schedule for some coaching work you're going to do. Try to take advantage of your team at this time to talk through any issues or questions you are having.

Module 6 Morning Outcomes

- Name the three instructional shifts in ELA and describe how they impact teaching and learning.
- Explain the qualities of effective implementation and instruction of close reading and readers circle as defined in Guidebooks 2.0.

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● **Duration:** 2 minutes

● **Facilitator says:** This morning, we focused on 2 morning outcomes that are focused on ELA content. [Read the 2 outcomes]

Module 6 Afternoon Outcomes



- Set new goals and determine future plans for intervention.

79

● **Duration:** 1 minute

● **Facilitator says:** And this afternoon we accomplished this outcome! [Read the outcome]

Module 6: Key Takeaway

Mentors can most effectively support mentees through ongoing, repeated mentoring cycles that base goals and success on observable data.



80

- **Duration:** 1 minute
- **Facilitator says:** As we wrap up our day together, remember...
- **Facilitator does:** Read slide

Exit Ticket

Get two sticky notes:

1. Biggest takeaway from the day
2. One question you currently have

● **Duration:** 4 minutes

● **Facilitator says:** Before we head out for the day, everyone please take out two sticky notes. Label your first sticky note #1 and write down 1 big takeaway you have from today's learning. Label your second sticky note #2 and write down 1 question you currently have as we head out for the day. Please bring your sticky notes up to the facilitators before you head out.

● When you arrive tomorrow for module 7, please sit with your learning teams again. Every day, please bring all of your mentor teacher course materials with you, especially because we will be giving you time every day to work on your assessments. For tomorrow, you'll also need your sheet with your football partners on it.

- **Note to facilitators:** After participants leave for the day, work together as a facilitator pair to review the takeaways and questions on the sticky notes.
- Prioritize which takeaways to share: which takeaways did many people say? Which takeaways are particularly insightful and will move mentor thinking forward?
- Prioritize which questions to share and answer: which questions will NOT be answered tomorrow and are necessary for the mentors to understand their role, the mentor cycle, and the mentor program of modules and assessments?

- If there are questions you don't know the answer to, email Tom Manning to see if you can get an answer that you can share.