



THE PROFESSIONAL LEARNING ASSOCIATION

# **Louisiana Department of Education Mentor Teacher Training**

Module 6:  
Speaking and Listening Skills

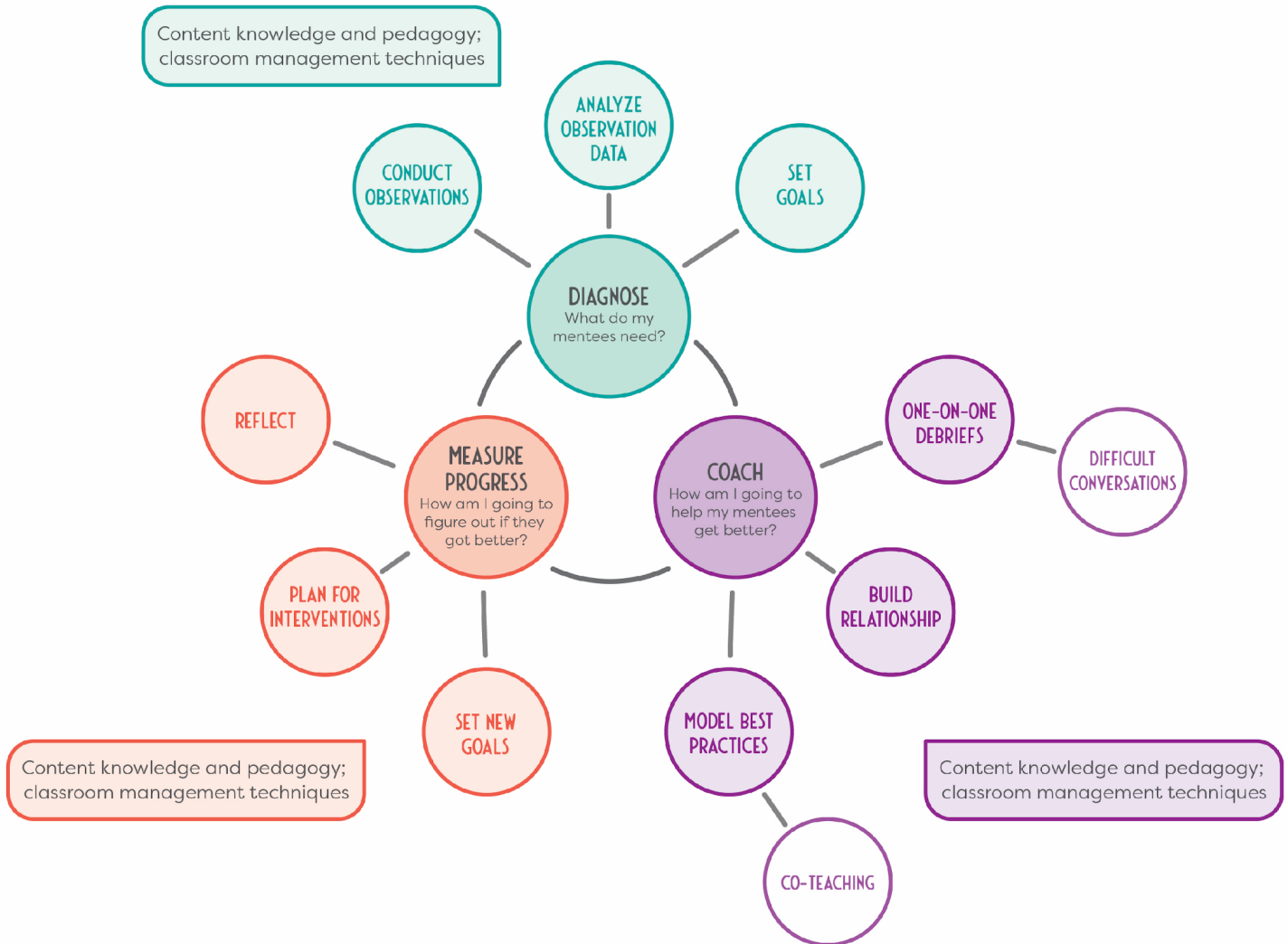
Secondary ELA Cohort  
November 2019

Facilitated by Learning Forward





## The Mentoring Cycle



## Mentor Training Course Goals

Mentors will:

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

## Module 6 Outcomes

- Explain how Speaking and Listening are presented in the Guidebooks.
- Utilize productive discourse to help all students make meaning from complex texts.
- Explore the use of Student Look Fors and exemplar student responses to Guidebook tasks.
- Examine the connection between effective use of productive discourse, high expectations, and effective classroom management.
- Set new goals and determine future plans for intervention.

## Module 6 Agenda

### Morning (8:30-11:45 a.m.)

Welcome and outcomes  
Speaking and listening  
Fostering productive discourse  
Student look-fors and exemplar responses  
Connecting productive discourse, high expectations, and classroom management

### Afternoon (12:30-4 p.m.)

Set new goals  
Assess next steps  
Assessments work time  
Wrap-up

## 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

## Speaking and Listening

### Classroom Conversation Case Study: Prometheus Conversation

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

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

*Students take out copies of the text.*

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

*A student responds with a brief accurate summary.*

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

*Another student responds with a brief accurate summary.*

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

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

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

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

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

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

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

*Students underline*

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

*Students discuss for two minutes.*

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

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

**Teacher:** Joshua, can you say more about that?

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

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

*Other groups share ideas.*

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

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

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

*Students take out Conversation Stems*

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

**Malik:** This one: “Adding to what you said,…”

**Trinity:** Here’s another one; “I agree, and I want to add that…”

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

*Students put check marks next to those two Conversation Stems.*

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

### **Looks Fors**

Effective teacher actions

Effective student actions

### **Discuss**

What is effective about this classroom conversation?



The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. Whether listening to texts read aloud, engaging in conversations with peers or the teacher, or delivering a formal presentation, oral language plays a critical role in the development of this goal. Across grades K-12, the standards for speaking and listening ask students to have a variety of productive conversations in different groupings with diverse partners (SL.1), listen actively to develop understanding of a text, topic, or idea (SL.2 and SL.3), present their evidence-based ideas formally to various audiences (SL.4), and use visuals and language during collaboration that are appropriate to the task (SL.5 and SL.6).

The English Language Arts Guidebooks 2.0 lessons provide multiple opportunities for students to develop their oral language ability and to engage in productive conversations. Productive conversations allow students to express their ideas through writing or speaking, listen carefully and understand the ideas presented in writing or speaking, provide evidence to support their claims, and establish new ways of thinking by elaborating on or challenging the thoughts of others.<sup>1</sup>

**What does a productive conversation look like?** [Academic Discussions: Analyzing Complex Texts](#)

The following steps help teachers to prepare for classroom conversations that are productive.

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

Prior to engaging in the unit, read all the texts in the unit and review the unit assessments. Doing this will better equip you to focus on and pull out the big ideas of each text so that student conversations focus on what is most important for students to understand. Prior to engaging in a particular conversation, review the student look-fors provided in the Teaching Notes. These are exemplar responses aligned to the grade-level standards. They capture the thinking students should be expressing during the conversation.

#### Materials

- Access the Text Access page from the unit page to locate all the texts in the unit.
- Access the Assessment Overview page from the unit page to locate the prompts for the end of unit assessments.
- Use the [unit road map](#) to capture your thinking from the text and assessment review.

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### STEP TWO: Create an environment which supports all students in engaging in productive conversations.

During the unit, prioritize classroom conversations. This means setting up an environment in which all student ideas are valued and heard and carving out time for classroom conversations. 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. This also means that lessons might take longer than indicated. The suggested pacing is a guide, not a mandate. If the suggested pacing for a slide is 15 minutes out of a 45-minute lesson, the same ratio of time (e.g., 30 minutes out of 90-minute lesson) should be considered when determining lesson timing.

Throughout the guidebook lessons, it says, "Divide the class into pairs/groups using an established classroom routine." Be sure to structure student groups in different configurations purposefully throughout the units. 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. For example, a cooperative learning experience might be one in which each team

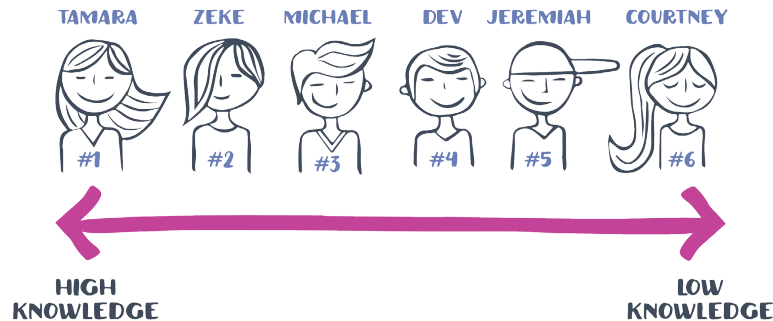
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<sup>1</sup> Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from [https://inquiryproject.terc.edu/shared/pd/TalkScience\\_Primer.pdf](https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf)



member is assigned a task based on his or her ability to accomplish and share with the rest of the team. When grouping students with different abilities, be sure that each student is held accountable for demonstrating understanding. For example, a student learning English as a new language can orally dictate a response while a student with higher English proficiency writes the response. Students can then swap roles for the next task.

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.

#### Materials

- [Example](#) of how to structure an environment for conversations

### STEP THREE: Establish consistent norms and procedures for conversations.

Part of establishing a safe environment for student conversations is establishing agreed-upon norms and procedures for classroom conversations at the beginning of the school year that will apply every time there is a conversation. These norms and procedures should be presented, discussed, and modeled with students to ensure there is agreement. These norms and procedures should also be posted in the classroom or provided to students.

#### Sample norms and procedures:

- I will be listening for both what you say (knowledge/content) and how you say it (skills/behaviors).
- Each member in a pair/group is held accountable for contributing to the group (e.g., one student writes a response while another student revises and edits the response, or each group member completes and shares an individual task (assigned based on individual levels of language proficiency) with the team).
- Every conversation will begin with setting a goal for the conversation and end with a reflection on our success in meeting that goal.

As students engage in conversations throughout the year, provide feedback on the extent to which they uphold the norms and follow the procedures. As needed, provide explicit instruction on norms or procedures that need improvement. For example, if most students are having difficulty using academic language in their conversations, script what students say during a conversation and share the script with the class. Discuss ways to improve future conversations using the conversation stems or provide sentence frames/models of turn-taking to guide student conversations during group work.

### Materials

- Example norms:
  - » <http://www.lawanddemocracy.org/discussionnorms.htm>
  - » <http://www.edchange.org/multicultural/activities/groundrules.html>
  - » <http://www.litcircles.org/Discussion/teaching.html>
  - » <http://edprodevelopment.com/wp-content/uploads/conversation-norms.docx>
- Establishing classroom norms:
  - » [Participation Protocol for Academic Discussions](#)
  - » [Planning for Turn and Talk](#)
  - » [Implementing Turn and Talk](#)
- Give students access to the conversation stems ([example](#)) and prompt them to use them during conversations.
- Prompt students to reflect on the success of their conversations through the [discussion reflection](#).

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### STEP FOUR: Identify the purpose of and provide guiding questions for each conversation.

Prior to engaging in a conversation, identify the purpose of the conversation and its connection to the unit focus or the text under study. Identify the main conversation question as well as the guiding questions and prompts included in the Teaching Notes with the lesson. Review how these questions lead to the student look-fors in the Teaching Notes. Consider your students and adapt and/or add questions that will most directly lead to students providing responses similar to the student look-fors. During the conversation, explicitly state the purpose of the conversation for students and remind students of the conversation norms.

### Materials

- Review the student look-fors in the Teaching Notes that go with the conversation. These provide content expectations for the conversation.

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### STEP FIVE: Guide conversations with “talk moves” to determine student understandings and misconceptions.

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.

As students engage in conversations, be sure to monitor what they are saying and how they are saying it.<sup>2</sup> If students are not providing responses similar to the student look-fors for the lesson, use “talk moves” to guide them to explain their reasoning, revise their responses, or think more deeply about the text or topic under discussion. Keep track of students’ progress in conversations by tracking student responses and/or scripting conversations. Be sure to provide feedback to students as suggested in Step Three.

### Materials

- Use a discussion tracker ([example](#)), provided in the Additional Materials for the lesson. Adapt the discussion tracker to include the specific expectations for your students.
- View this [video](#) of a teacher using a discussion tracker in the classroom.
- Read pages 13-20 of this [article](#)<sup>3</sup> about using talk moves in the classroom.
- Access [teacher talk moves](#) to guide students in more productive conversations.
- See the use of [talk moves in action](#) in an English language development classroom.

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2 Students learning English as a new language should be encouraged to engage in conversations with imperfect language. Hold them accountable for what they are saying and support them in how they are saying it.

3 Michaels, S., & O’Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from [https://inquiryproject.terc.edu/shared/pd/TalkScience\\_Primer.pdf](https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf)

## Student Look Fors: Discussion Questions

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

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

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

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

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

- Students should understand that Prometheus is upset that humankind is in such a bad condition. He remembers what it was like when Saturn was king of the gods, and Jupiter, the tyrant, is ruling in a way that is ruining humankind. Prometheus wants to help humans and return happiness and health to them as it was when Saturn was king. Prometheus wants to leave the world in a better condition--he wants humans to be better and wiser. Prometheus detests the laziness of the gods and that the gods are benefitting from the ignorance of humankind.
- Students can use the following quotations to support their responses:

- “While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.”
- “He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy...”
- “‘If they only had fire,’ said Prometheus to himself, ‘they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.’”
- “‘Mankind shall have fire in spite of the tyrant who sits on the mountaintop,’ he said.”

**Summarize:**

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

## Creating a Supportive Environment

What does a supportive environment look and sound like?

What does it take to build this type of environment?

How would you know if a mentee has failed to build a supportive environment?

Grouping	
How were students grouped for this discussion?	Did, and if so how did, this grouping support all students in engaging in the discussion?

## Establishing Consistent Norms

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

What classroom observation notes would indicate to a mentor that a mentee had not established, or was not consistently utilizing, established classroom norms?



### Teacher Talk Moves<sup>1</sup>

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

**Goal One:** Students clearly express their ideas through writing or speaking.

- Take 60 seconds to write your response or share your answer with a partner.
- What do you think about \_\_\_\_?
- How did you answer (the question)?
- What is the most important idea you are communicating?
- What is your main point?

**Goal Two:** Students listen carefully and clearly understand others' ideas presented in writing or speaking.

- Let me see if I heard you correctly. You said \_\_\_\_.
- I heard you say \_\_\_\_\_. Is that correct?
- Put another way, you're saying \_\_\_\_.
- Say more about \_\_\_\_.
- I'm confused when you say \_\_\_\_\_. Say more about that.
- Give me an example.
- Who can rephrase what \_\_\_\_ said?

**Goal Three:** Students provide evidence and explanation to support their claims.

- What in the text makes you think so?
- How do you know? Why do you think that?
- Explain how you came to your idea.

**Goal Four:** Students establish new ways of thinking by elaborating on or challenging the thoughts of others.

- Who can add to what X said?
- Who agrees/disagrees with X?
- Who wants to challenge what X said? Why?
- How does that idea compare with X's idea?
- What do you think about X's idea?
- Whose thinking has changed as a result of this conversation? How and why has it changed?
- Now that you've heard \_\_\_\_ (summarize the conversation so far) \_\_\_\_, what are you thinking? What are you still wondering about?

Capture Your Learning	
Question	Response
<p>Briefly explain the five steps to preparing for a productive classroom conversation.</p>	
<p>What are “talk moves?”</p>	
<p>List one goal, based on the 5 steps, to develop your own classroom practice.</p>	



Consider the role the 5 steps will play in your work with your mentee. How will this help you better support your mentee?

### Characteristics of Strong Student Responses:

*Can my students cite relevant and specific textual evidence to support conclusions drawn from a text?*

#### Guiding Questions

- How will we know if student responses show deep understanding of the text?
- What will we be looking for?

### Shared Practice: Analyze an Exemplar Response

**Text:** The Story of Prometheus I and II (Grade 8, from the *Flowers for Algernon* Unit)

**Text-Based Discussion Question:** How does the author’s choice of words throughout the text affect your understanding of “The Story of Prometheus”? (from Lesson 2)

#### Student Look Fors:

- Students should understand the author’s tone is positive toward the actions of Prometheus and negative toward the actions of the gods. Students should select words or phrases from the text to describe the author’s positive, approving tone toward the actions of Prometheus, such as *boldy*, “set his heart,” and “brighter and better.”

Students should select words or phrases from the text to describe the author’s negative, disapproving tone toward the actions of Jupiter and the gods, such as “in spite of,” “shiver with cold,” *puny*, and *beware*. While Prometheus tried to make humankind better and wiser, Jupiter wanted to punish Prometheus and keep humans in terrible conditions. The gods sent Pandora to punish Prometheus and humans, and her actions lead to the introduction of worry and sadness. The author’s word choice helps the reader understand the foreboding and cautious tone of the story and the students can use similar words as those listed above to describe the tone. Additionally, the author’s word choice helps the reader understand the characters’ actions, conflicts, and events of the story which contribute to the overall message the author wants to send about what happens when humans try to control things they don’t have control over.

### 3 Criteria for Strong Student Responses

- Student responds directly to the question asked with a **valid assertion** drawn from the text.
- The **evidence** provided from the text is **relevant** (evidence supports the assertion) and **sufficient** (enough evidence is given to support the assertion).
- Is able to clearly articulate a relevant and **valid connection** between the evidence given and the assertion.

## Student Exemplar Response

**Text-Based Question:** How does the author’s choice of words throughout the text affect your understanding of “The Story of Prometheus”?

The author’s word choice helps readers better understand the two main characters: Prometheus and Jupiter. The author uses positive words to describe Prometheus and negative words to describe Jupiter to highlight how different the two characters are. Prometheus is kind and helpful, while Jupiter is cold and cruel.

Evidence	How this evidence supports my thinking
<p>“Soon there was a <b>cheerful</b> blaze in every rude home in the land, and men and women gathered round it and were <b>warm and happy</b>, and <b>thankful</b> to Prometheus for the <b>wonderful</b> gift which he had brought to them from the sun.”</p>	<ul style="list-style-type: none"> <li>• “warm and happy” and “thankful” – these words emphasize Prometheus’s positive relationship with the humans</li> <li>• “cheerful” and “wonderful – these words show that Prometheus helped improve people’s lives</li> </ul>
<p>“Well, I will <b>punish</b> him in a way that will make him wish I had <b>shut him up</b> in the <b>prison-house</b> with his kinsfolk. But as for those <b>puny</b> men, let them keep their fire. I will make them ten times more <b>miserable</b> than they were before they had it.”</p>	<p>Jupiter is talking about the revenge he wants to get on Prometheus for defying him. He uses insulting and harsh words (like “punish” and “prison-house”) that demonstrate how he wants to use his power make the humans miserable.</p>

## Shared Practice: Create an Exemplar Response

**Text:** The Story of Prometheus I and II (Grade 8, from the *Flowers for Algernon* Unit)

**Text-Based Question:** What motivates Prometheus to defy Jupiter and what does this reveal about Prometheus’s character? (from Lesson 3)

### Student Look Fors:

- Students should understand that Prometheus is upset that humankind is in such a bad condition. He remembers what it was like when Saturn was king of the gods, and Jupiter, the tyrant, is ruling in a way that is ruining humankind. Prometheus wants to help humans and return happiness and health to them as it was when Saturn was king. Prometheus wants to leave the world in a better condition--he wants humans to be better and wiser. Prometheus detests the laziness of the gods and that the gods are benefitting from the ignorance of humankind.
- Students can use the following quotations to support their responses:
  - “While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.”
  - “He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy...”
  - “‘If they only had fire,’ said Prometheus to himself, ‘they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.’”
  - “‘Mankind shall have fire in spite of the tyrant who sits on the mountaintop,’ he said.”
  -

### 3 Criteria for Strong Student Responses

- Student responds directly to the question asked with a **valid assertion** drawn from the text.
- The **evidence** provided from the text is **relevant** (evidence supports the assertion) and **sufficient** (enough evidence is given to support the assertion).
- Is able to clearly articulate a relevant and **valid connection** between the evidence given and the assertion.

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

*James Baldwin*

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

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

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

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

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn<sup>2</sup> was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures. (5)

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

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

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

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

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith<sup>3</sup> which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling<sup>4</sup> of the sun in the far east.

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

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

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

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

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

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

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

## Shared Practice: Create an Exemplar Response

**Text-Based Question:** What motivates Prometheus to defy Jupiter and what does this reveal about Prometheus's character?

Response:

Evidence	How this evidence supports my thinking

## Create Your Own Student Exemplar

**Text-Based Question (from your Inquiry Cycle discussion):**

Response:

Evidence from the text (quote or write in your own words)	Text/ Page #	How this evidence supports my answer.



Capture Your Learning - Teaching	
Question	Response
What are the three criteria for a strong text-based response?	
How do the Guidebooks support teachers in recognizing and encouraging high quality student responses?	
What is my new learning as a teacher?	

Capture Your Learning - Mentoring	
Question	Response
<p>How will I support my mentee's understanding and application of the three criteria?</p>	
<p>How will I use the criteria and the creation of exemplar responses to support my mentee's use of classroom discussions?</p>	

## **Module 6 Afternoon Outcomes:**

- Set new goals and determine future plans for intervention

### **Set New Goals: 3 Key Components**

- Examine all data
- Identify progress
- Determine next steps

## Examine All Data (may include any of the following):

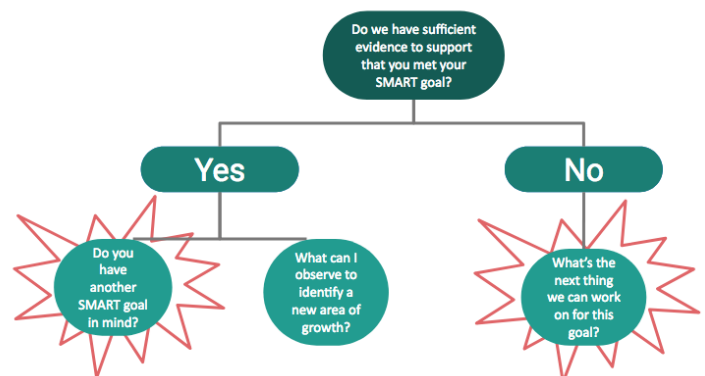
- Initial observation and one-on-one debrief notes
- Model teaching look-fors checklist and debrief notes
- Co-teaching debrief notes
- Student work
- Student data
- Additional observations and feedback

## 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

## Determine Next Steps:

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



## Set New Goals Guiding Template

### Step One: Examine All 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?	
What confirms what we already know?	
What surprises us?	

**Step Two: Identify Progress**

<b>Guiding Questions</b>	<b>Analysis Notes</b>
<p>Has the teacher made progress toward their goal? What evidence exists to support that?</p>	
<p>What additional evidence, if any, is necessary to show adequate progress toward the goal?</p>	
<p>Does enough evidence exist to support that the teacher has adequately met their goal? Describe the evidence.</p>	
<p>Could the teacher benefit from continued work on this goal?</p>	

**Step Three: Determine Next Steps**

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
<b>Step One: Examine All Data</b>		
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?		
<b>Step Two: Identify Progress</b>		
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?		
<b>Step Three: Determine Next Steps</b>		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		

<p>(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.</p>		
<p>(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?</p>		
<p>(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?</p>		



### **Example Scenario 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.*

### **Practice Scenario 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.*

## Let's Practice: Set New Goals Guiding Template

### Step One: Examine All 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?	
What confirms what we already know?	
What surprises us?	

**Step Two: Identify Progress**

<b>Guiding Questions</b>	<b>Analysis Notes</b>
<p>Has the teacher made progress toward their goal? What evidence exists to support that?</p>	
<p>What additional evidence, if any, is necessary to show adequate progress toward the goal?</p>	
<p>Does enough evidence exist to support that the teacher has adequately met their goal? Describe the evidence.</p>	
<p>Could the teacher benefit from continued work on this goal?</p>	

**Step Three: Determine Next Steps**

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
<b>Step One: Examine All Data</b>		
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?		
<b>Step Two: Identify Progress</b>		
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?		
<b>Step Three: Determine Next Steps</b>		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		

<p>(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.</p>		
<p>(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?</p>		
<p>(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?</p>		

### **Set New Goals: Key Takeaway**

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

### **Module 6: Key Takeaway**

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