

**MENTOR
TEACHER**

**Module 6:
Speaking and Listening Skills**

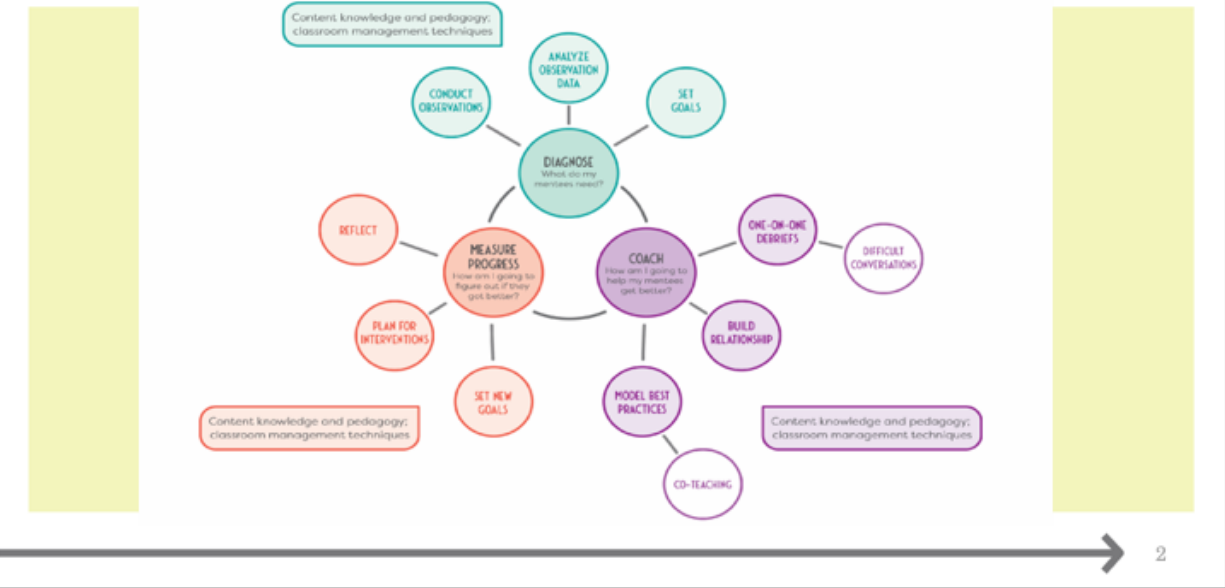
Secondary ELA Cohort

November 2019

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- **Duration:** .5 minutes
- **Facilitator says:** Welcome to Module 6. We hope you had a good night's rest and look forward to another great day of learning today.
- **Facilitator does:** Reminder of logistics for training (restrooms, times, breaks, lunch, etc.)

The Mentoring Cycle



● **Duration:** 1 minute

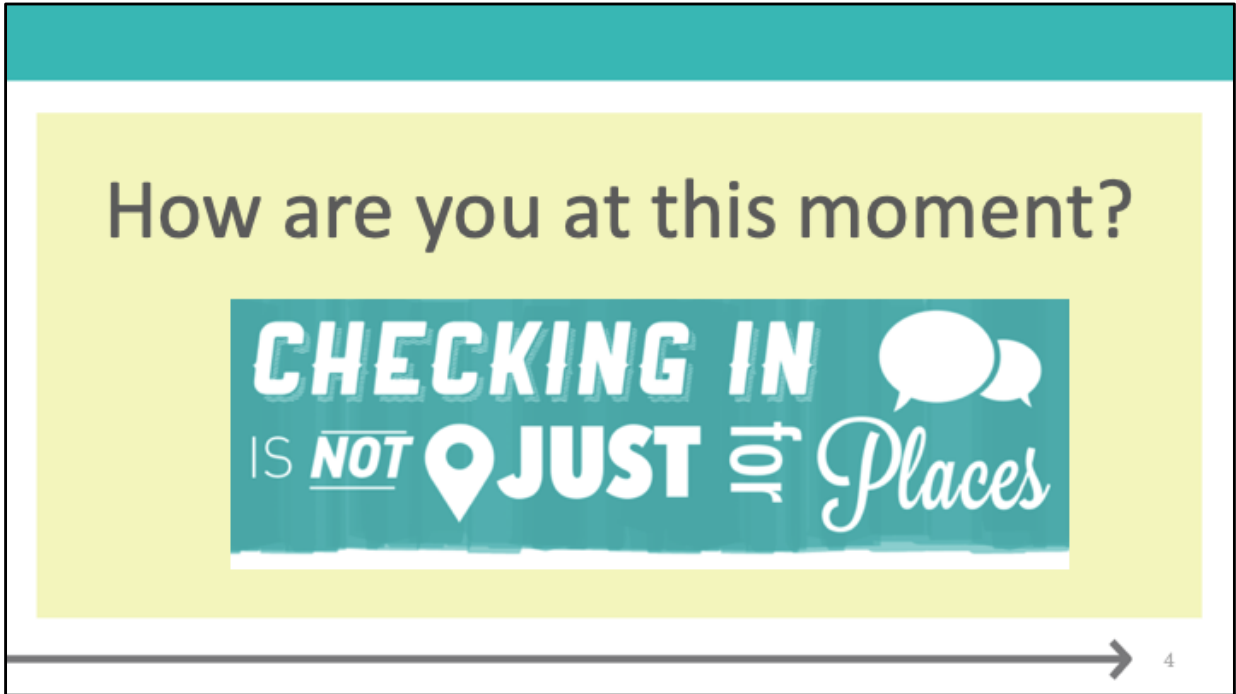
● **Facilitator Says:** Remember, this is the mentor cycle that all of our work is grounded in. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today, we'll be zooming in on aspects of Diagnose and Coach.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

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

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



Duration: 3 minutes

Facilitator says:

Take a moment in your learning team to do a 10 second check in. How are you at this moment? Just a few words.

Allow up to 2 minutes for table talk.

Facilitator says:

This is the first time we've met since school started! So let's do a quick check—

- Raise your hand if you have been assigned a mentee who is new to teaching. Thank you.
- Now please raise your hand if you've been asked—or told—to work with a colleague in need of support.
- And now, if you haven't raised your hand yet, but you've asked a colleague to participate with you in order to fulfill your micro credential assessment—please raise your hand.
- And if you didn't have an opportunity to raise your hand in response to one of these situations, please come talk with us during break.

Image credit: beyondblue.org.au

Our Agreements



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

5

Duration: 2 minutes

Facilitator says: Silently review our group's norms and assess yourself. Choose the norm you find that you struggle with most often and commit to being intentional about honoring it today. Taking turns in your team, each person will state which norm he or she chose to focus on today.

Facilitator does: Observes team conversations. Invite participants to make a note about their chosen norm or their intention and place in somewhere visible in their work area as a reminder.

Module 6 Morning 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.

6

● **Duration:** 1 minutes

● **Facilitator says:** During this module, we will focus on Speaking and Listening to foster student understanding of complex texts. We will examine how effective teachers ensure that classroom conversations facilitate the safety and learning of all students and how classroom discussions are intentionally designed to support student learning and allow teachers to assess and guide student learning.

Today's Agenda



- Welcome/overview
- Speaking and Listening in the ELA classroom
- Working towards completion of the ELA assessments
- Lunch
- Set new goals
- Assess next steps
- Assessments work time
- Wrap Up

7

Duration: 1 minute

Facilitator says: You will see our agenda on p. 4 of your packet.

ELA Content

Speaking and Listening

- **30 seconds**
- **Facilitator says:** Our content topic for today's work is the art of planning and facilitating classroom discussions that support student learning and provide opportunities for students to demonstrate their learning. Remember that as we discuss the teaching of ELA utilizing the instructional shifts and the LA Guidebooks, we are assessing how well our own teaching exemplifies these qualities; we are asking ourselves: "would others recognize the shifts in action as they watched my teaching?" and we are also considering, "if my mentee was struggling with applying these skills, what would I see happening in the classroom?" In other words, what teacher or student behaviors would signal that this area needed support?

What Does a Text-Based Discussion Sound Like?

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

James Baldwin

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

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

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

[Of course! It would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first, and he thought of a plan for doing it in a very strange, roundabout way. (2)]

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

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

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

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- **Duration:** 6 minutes
- **Facilitator says:** Let's start by examining a classroom conversation case study. This case study features an 8th grade classroom that has just finished their three-day study of the Prometheus text and are now engaging in a classroom conversation. It's in your handout on pages 5-7.
- **Facilitator does:** Review directions and look fors, then point participants to the case study in your handout on p. 5-7. Provide 4-5 minutes of independent reading time, then click to reveal the discussion prompt. Have participants discuss at their tables or with a partner. Afterwards, invite 2-3 participants to share with the whole group.
- **Look fors:** Answers will vary, but some effective aspects include:
 - The discussion has a clear focus
 - The students have had ample opportunity to read and understand the text in question
 - The questions are text-dependent and require evidence
 - The teacher has created routines and structure (i.e. establishing "4-person groups")

and “elbow partners,” and providing Conversation Stems)

- A variety of students are participating
- Students are returning frequently to the text and citing evidence

How Do You Prepare for Text-Based Conversations?



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 following a formal presentation, oral language plays a critical role in the development of this goal. Across grades K-12, the standards for reading and listening and students to have a variety of productive conversations in different languages with diverse partners (SL.1-12), listen actively to develop understanding of a text, topic, or issue (SL.2 and SL.3), present their evidence-based ideas fluently to diverse audiences (SL.4), and use visuals and language during presentations that are appropriate to the task (SL.4 and SL.5).

The English Language Arts (ELA) standards 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.

What does a productive conversation look like? Academic Discussion: Analyzing Complex Texts

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

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

From engaging in the text, 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. After 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 and map](#) to capture your thinking from the text and assessment review.

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 creating routines for classroom conversations. Students must feel safe to share their ideas at the risk of being wrong and to receive their thinking based on the ideas of others. This also means that lessons might take longer than indicated. The suggested pacing in a guide is not a mandate. If the suggested pacing for a slide is 10 minutes out of a 45-minute lesson, the exact time of time (e.g., an extension out of an extension period) 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, oral skill levels, and language proficiency. Student grouping needs to be varied and groups should sometimes be self-selected based on common interests.

Heterogeneous groups or same-ability groups work well for specific tasks like problem solving. For example, two students hearing 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, so 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

STEP ONE: KNOW THE TEXT

STEP TWO: CREATE A SUPPORTIVE ENVIRONMENT

STEP THREE: ESTABLISH NORMS AND PROCEDURES

STEP FOUR: PURPOSEFUL PLANNING

STEP FIVE: USE TALK MOVES

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- **Duration:** 4 minutes
- **Facilitator says:** The Guidebooks Classroom Conversations Guide outlines 5 steps to help you plan and lead an effective text based discussion and also includes links to videos and additional resources. The Conversations guide is included in your handout from pages 8-10.
- **Facilitator does:** Have participants independently review the five steps listed or have volunteers read each step aloud.
- **Facilitator says:** Today we are going to explore each of these 5 steps in depth and examine them specifically through the classroom case study we just read. As we do, remember to look through both lenses—assessing your own teaching and your mentor role. So think for a moment: how likely do think it will be that new teachers will know and be able to do this when they first start teaching? Turn and talk: In your experience, what have you observed new teachers struggling with? Which of these steps are they likely to skip?
- **Facilitator does:** Allow 2 to 3 minutes for table talk about the mentor's role as it relates to these questions.
- **Note:** A copy of the guide is included in participant handout (p.)

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

Step 1: Know the Text

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

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- **Duration: 2 minutes**
- **Facilitator says:** Step 1: Know the text. This is the critical first step in the process. By having a deep understand of the text yourself *and* knowing the student look fors, you will not only be able to keep the discussion focused on the most important ideas in the text, but you will be well-equipped to analyze student's responses on the spot. When you have internalized the big ideas of the text and the ideal student responses, you can think on your feet when a student gives a response that's not quite there and redirect them or scaffold as needed.

So as a mentor: consider the need to support an inexperienced teacher with this step. Note there are two parts: having a deep understanding of the text AND being clear about what students should be understanding or saying about the text. In your experience with mentees or with less-experienced teachers, which one do you find that these teachers fall short on? Turn and talk.

Helpful Resource: Student Look-Fors

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

Teaching notes

 Print all

Student Look-Fors:

- Monitor as students are working. Use this time to support students who you identified from the summary writing in Lesson 1 as needing additional support with their writing. Provide students with direct instruction around their areas of weakness.
- Students should understand that this quotation reveals that Jupiter doesn't want good things for humans and that he is really weak. He is only considered "mighty" because he keeps humans poor and ignorant. Jupiter fears the humans gaining fire because he knows once they have knowledge and health, he will no longer have power. Jupiter resorts to tricks to keep the humans from gaining knowledge.

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- **Time:**
- **Duration:** 6 minutes

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

- **Facilitator does:** Point participants to the look fors in their handout on p.11-12 and review directions. After 2 minutes of independent review, have participants discuss and summarize the key look fors.

Facilitator says: Before beginning any classroom conversation, be sure to review the student look-fors provided in the Teaching Notes in the Guidebook. These are exemplar responses aligned to the grade-level standards. They capture the thinking students should be expressing during the conversation. Think back to our sessions and call to mind Gordon's Skill Ladder (module 1). Remember that as mentors we need to be consciously competent in our own practice (we not only know what to do, but we know why we do it and how we do it). So consider your own use of the Guidebooks' student look-fors. Are you consciously competent with this step? Can you articulate out loud how you review those looks-fors and how they support your classroom teaching?

Turn and Talk at your table about how you use them and where you might want to bring more intentionality to your own practice.

Analyze the Classroom Case Study	
<p style="text-align: center; margin: 0;">Discuss with a Partner:</p> <ul style="list-style-type: none"> • How does a teacher demonstrate a deep understanding of the text? • How does a teacher support students in demonstrating a deep understanding of the text? • How will you explain to a mentee the importance of these deep understandings? • What strategies will you use to support a mentee in Step 1? 	<p style="text-align: center; margin: 0;">Step 1:</p> <p style="text-align: center; margin: 0;">Ensure you have a deep understanding of the text or topic under discussion and student look-fors.</p>
<p><i>Important Reminder: What career-long habits do you want your mentee to build now?</i> 13</p>	

- **Time:**
- **Duration:** 10 minutes
- WE ARE NOW GOING TO LOOK FOR EVIDENCE OF STEP 1...
- **Facilitator says:** Now let's go back into our case study and see how and where we see evidence of Step 1. Specifically...
- **Facilitator does:** Read the first 2 bullets (animation will show only the first 2). Then, direct participants to work with a partner to identify specific evidence in their case study. They can annotate/highlight/mark-up the text. Encourage them to be specific and be prepared to explain their evidence. Provide 4 minutes of work time, then invite participants to share out with the whole group.
- **Look fors:**
 - The teacher prompts students to build on ideas that begin to get at the exemplar response: i.e. "So you think that Jupiter is afraid of what might happen if humans get fire. Can anyone add to Jasmine's idea?"
 - The teacher directs students to underline key evidence that is found in the

look-fors and will help them get closer to the meaning: i.e. “So, Jupiter says it is best “It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy” Everyone, take a minute and underline that line in the text—it’s at the top of page 2.”

- The teacher also supports students by providing them ample opportunities to discuss and hear others’ ideas (whole group, elbow partners, 4-person groups).
- **Facilitator says:** Now, look at the next two bullets (click to reveal). As we turn our attention to supporting our mentee, let’s think about how we can stress the importance of this point with a mentee. (Click again to show the reminder). Remember, you are supporting your mentee in building habits that will likely last throughout their teaching career—those habits can strongly support student learning and teacher efficacy...or they can be left to chance! With your partner, rehearse the way you will talk about this step with your mentee and then brainstorm a few strategies for working with a mentee. Remember, also, to make notes in your handout about any new ideas you want to try in your own teaching.

Step 2: Create a Supportive Environment

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

Turn and Talk:

- What does a supportive environment look and sound like?
- What does it take to build this type of environment?
- What indicators would lead you to know that your mentee has **not** built a supportive environment (think beyond the obvious!)

14

- **Time:**
- **Duration:** 6 minutes
- **Facilitator says:** Now let's take a look at the second step – creating a supportive environment, which means creating an environment which supports ALL students in engaging in productive conversations. Before we dig in, what does this mean to you? How do you know when you've achieved this type of supportive environment? What does it take to build this type of environment?
- **Facilitator does:** Click to reveal discussion prompts and have participants turn and talk before sharing out with the whole group.
- **Facilitator says:** It's important to point out this isn't a "one-time" effort – this is an ongoing process that you must be intentional about building and maintaining throughout the year! Again consider your teaching, are you consciously competent in the ways you create your classroom environment so that all learners have the opportunity and the safety

necessary to participate, even on topics that are personally challenging for them? Make note in your note catcher about your personal insights and aspects you might want to develop in your own teaching.

- **Look for/emphasize:**

- This means setting up an environment in which all student ideas are valued and heard.
- Students must feel safe both to share their ideas at the risk of being wrong and to revise their thinking based on the ideas of others.
- With regards to the less-obvious indicators, if not mentioned, ask participants to consider:
 - Low student success data
 - All students participate in whole class discussions, not just a few
 - Incorrect or incomplete student responses are handled tactfully, but not allowed to remain unaddressed
 - Students have low-risk opportunities to develop or rehearse answers before being called upon in whole class
 - Both or all members of partnerships or groups have opportunities to make meaningful contributions to the learning of others
 - Students don't seem unduly stressed or nervous when called upon
 - Incorrect or incomplete responses are treated as valuable learning opportunities rather than mistakes
 - Procedures and expectations are consistent and known to all members of the classroom

Student Groupings

Reflect:

How do you group or partner students in your classroom?

- How intentional is your process?
- What criteria do you use?

What evidence do you have that this method contributes to student learning?

Consider:

What mis-steps do you think will be most likely for a mentee regarding student grouping?

5 minutes

Facilitator says: Reflect on your own teaching—how do you group students? Is this method as successful as it could be? Make notes about your reflections on p. 13 of your handout.

Allow 2-3 minutes for individual work.

Now, let's switch to our mentor lens—(click for animation)—and let's consider how a new teacher might approach grouping students. With a partner, discuss your thoughts about this question. (allow 2-3 minutes)

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

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

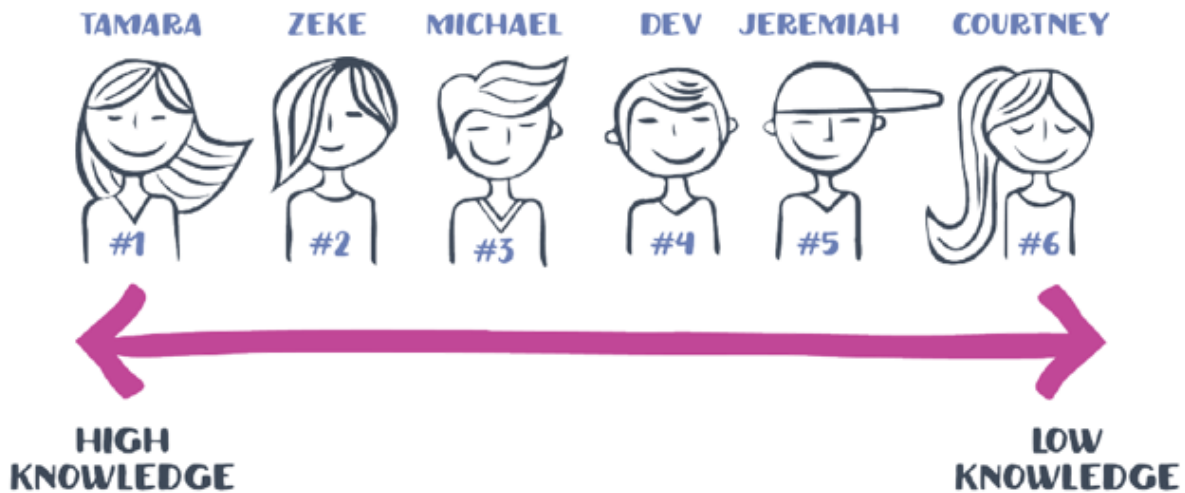
Heterogeneous groups or mixed-ability groups work well for cooperative learning experiences, as all students get the chance to develop their thinking and language abilities. When using heterogeneous groupings, its important to ensure that ALL students are being held accountable for participating and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

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

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

Facilitator Says: There is a place in your handout on p. 12 to list new ideas you want to try or areas you want to further develop in your own teaching. Remember it's not only important that you believe you do this, but that an outside observer or new teacher would see evidence of it in student behavior and student participation.

Balance and Accountability Are Key



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- **Time:**
- **Duration: 4 minutes**
- **Facilitator says:** When you are forming heterogeneous groups, there are two important things to consider: balance and accountability. To achieve both of these things you need to be intentional about how and why you pair students.
- **Facilitator says:** What types of mistakes might an inexperienced teacher make in grouping students? Consider 2 mistakes that you think a new teacher might make (for example: letting students self-select or pairing a beginning English speaker with a very talkative student), then consider the impact these mistakes would have on the quality of student conversations. What observations would indicate to you that methods of student grouping should be discussed with your mentee? Allow 3 minutes for individual discussions and table sharing, then call on 2 to 3 participants to share their responses.
- **Listen for:** It's important to point out that balance is NOT about pairing the most and the least....for instance, you wouldn't pair the LEAST talkative student with the MOST talkative student. It will likely be a very one-sided conversation. Same goes for grouping or pairing based on content knowledge or language proficiency. The best guidance we can give about this is to think about ranking students based on the criteria

you want to group them by (in this case, grouping based on content knowledge). Once you have a visual of the order/ranking of your students, imagine folding that list in half. So in a class of 24 students, the highest student on your list would not be paired with the lowest – they would be paired with a student in the middle, let's say a student who is #12 on this list.

Additional Context from the Guidebooks Conversation Guide:

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

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

Analyze the Classroom Case Study

Discuss with a Partner:

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

Step 2:

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

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- **Time:**
- **Duration:** 5 minutes
- **Facilitator says:** Now let's go back into our case study and see how and where we see evidence of Step 2. Specifically...
- **Facilitator does:** Read two bullets. Then, direct participants to work with a partner to identify specific evidence in their case study. They can annotate/highlight/mark-up the text and record their responses on p 12. Encourage them to be specific and be prepared to explain their evidence. Provide 3 minutes of work time, then invite participants to share out with the whole group.
- **Facilitator does:** Call attention to the last bulleted question. Regarding an inexperienced teacher, why would the word *all* be challenging? Turn and talk with a partner: What types of conversations might be necessary to support a new teacher in achieving this step? What resources are available in the Guidebooks to support these conversations? (Answers: the Listening and Speaking Guide, the Diverse Learners Guide)

Step 3: Establish Norms and Procedures

Establish consistent norms and procedures for conversations.

Share Out:

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

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

- Procedures:
 - Cold calling (students are comfortable and prepared when cold called) – Consider--What would cold calling look like if this wasn't a supportive environment?
 - How to elaborate or build on another's idea
 - How to cite text evidence
 - Underlining/annotating the text
 - How to get into different groupings, i.e. elbow partners or 4-person groups
 - Group sharing onto anchor chart
 - Using tools such as a "Conversation Stems" handout
 - Goal setting

Video Look Fors

As you watch the video, look for:

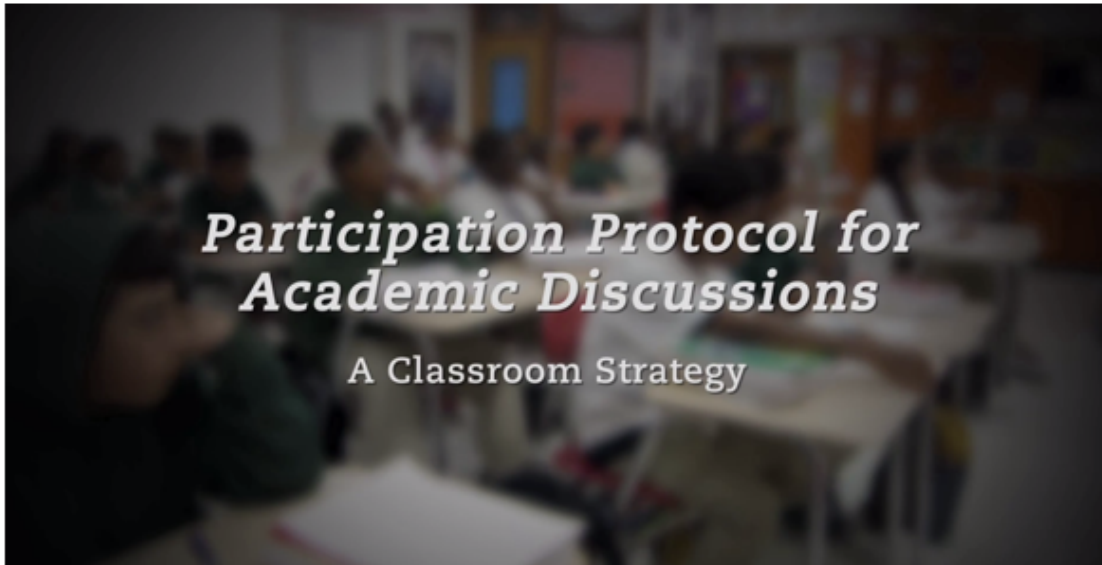
What norms and procedures are evident in this lesson?

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

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- **Time:**
- **Duration:** 30 seconds
- **Facilitator says:** Now let's see another example of norms in action. We are going to watch this 6th grade classroom video. As you watch, look for:
 - What norms and procedures are evident in this lesson?
 - How does the teacher hold students accountable to meeting these expectations?
- **Facilitator does:** Point participants to the space in their handout on p. 14 where they can record their notes from the video.

Norms and Procedures in Action



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- **Time:**
- **Duration:** 3 min

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

Let's Discuss!

What norms and procedures are evident in this lesson?

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

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

Revisiting...

If a mentee were struggling with norms and procedures for classroom discourse, what would an observer notice?

Or, flip the question around:

What would indicate to a mentor that his mentee needed support with classroom discussion norms and procedures?

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- **Duration:** 4 minutes
- **Facilitator does:** Read the slide and ask participants to discuss as a table group. Record your thoughts on page 14.
- **Look fors:**
 - Students talking over each other or interrupting each other
 - Students shouting out answers before others have a chance
 - An overly quiet classroom, partnership, or group
 - Students looking surprised, nervous, or stressed when asked to respond or participate
 - Observation of inconsistent teacher behaviors
 - Student confusion about the expected process (looking confused, delayed reactions for example)
 - Obvious lack of order (several students engaged in off-task behavior or out of seats during discussions)
 - Students interfering with the work of other partnerships or groups
 - One student dominating a group or partner discussion

Step 4: Purpose and Planning

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

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- **Time:**
- **Duration:1 minutes**
- **Facilitator says:** Now let's look at step 4: Identify the purpose of and provide guiding questions for each conversation. What does this mean? When planning a conversation, it is important to identify the purpose of the conversation and its connection to the unit focus or the text under study. Once you have a clear purpose established, you can then use the resources available to you in the Guidebooks (the teaching points and student look fors) to think about the questions you can ask to support students in demonstrating the key look fors.
- **Facilitator says:** This is another step where it is important to consider our own classroom practice, especially the first part, "identify the purpose of..." Honestly assess yourself about how consciously competent you are with this aspect of your teaching. Do you internally clarify the purpose? Could you articulate that clarity of purpose to another teacher?

Analyze the Classroom Case Study

Discuss with a Partner:

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

Step 4:

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

25

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

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

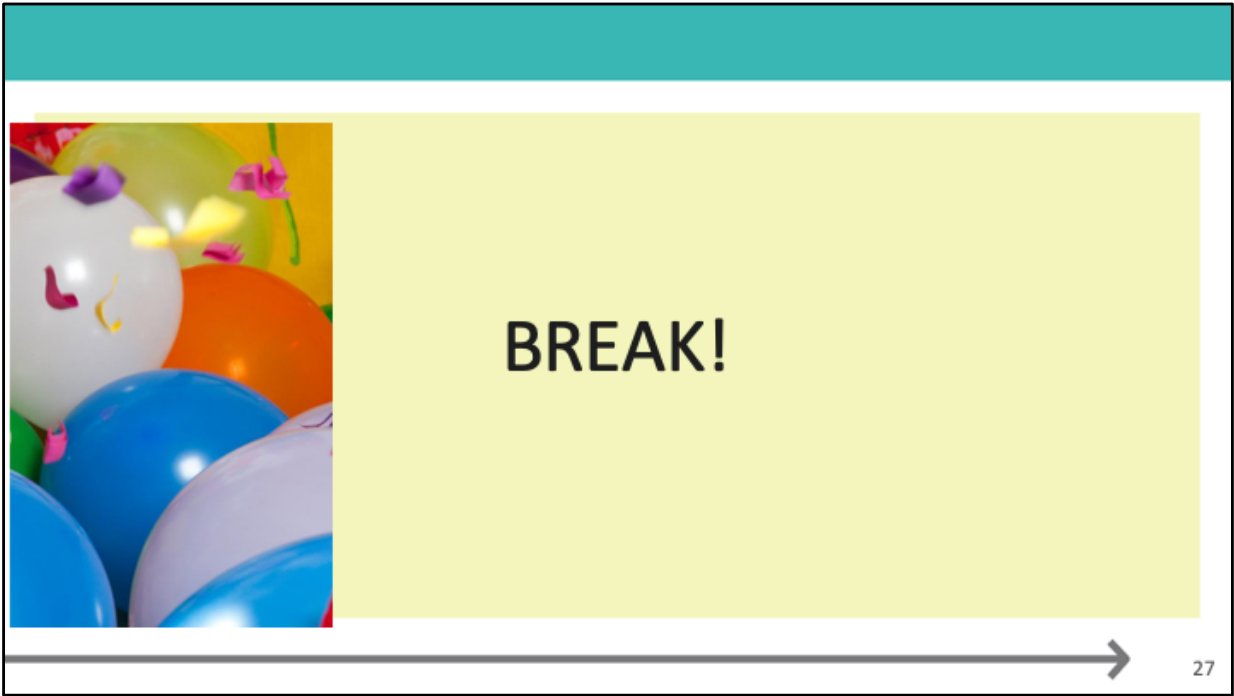
Specifically make sure that the use of Reader's Circle (previous sessions) is connected to the use and formation of guiding questions. The Reader's Circle support our thinking in ensuring that questions are appropriately scaffolded to support student learning.

Step 5: Use Talk Moves to Guide the Conversation

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

26

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



10 minutes

What Are “Talk Moves”?

Teacher Talk Moves?

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

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

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

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

- Let me see if I heard you correctly. You said _____.
- I heard you say _____, is that correct?
- Put another way, when you said _____.
- Say more about _____, say more about that.
- I understand when you say _____, say more about that.
- Give me an example.
- Who can explain what _____ said?

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

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

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

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

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

28

- **Time:**
- **Duration:** 6 minutes
- **Facilitator says:** So what exactly are “talk moves”? Take a moment to review the “talk moves” handout.
- **Facilitator does:** Direct participants to the Talk Moves handout in the handout on p. 15, review the directions and provide 2 minutes of independent reading time. Afterwards, have participants summarize with a partner and invite a 1-2 participants to share out with the whole group.

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

- **Look for/emphasize:**
- Talk moves are prompts to support students in taking ownership of their thinking and in engaging in speaking and listening
- Four goals of talk moves:
 - Clearly expressing their ideas through writing or speaking
 - Listening carefully and clearly understanding others' ideas
 - Providing evidence and explanation to support their claims
 - Establishing new ways of thinking by elaborating on or challenging the thoughts of others

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

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

Analyze the Classroom Case Study

Discuss with a Partner:

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

Step 5:

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

29

- **Time:**
- **Duration:** 5 minutes
- **Facilitator says:** Now let’s go back into our case study and see how and where we see evidence of Step 5. Specifically...
- **Facilitator does:** Read two bullets. Then, direct participants to work with a partner to identify specific evidence in their case study. They can annotate/highlight/mark-up the text. Encourage them to be specific and be prepared to explain their evidence. Provide 4 minutes of work time, then invite participants to share out with the whole group.
- **Look fors:**
 - The teacher demonstrates all four types of Talk Moves. Some examples include:
 - Goal 1: Students clearly express their ideas through writing or speaking.
 - Provides time for students to prepare: “Take a minute to think, look back at your text, and then we’ll share ideas.” (*teacher waits until most students seem ready to proceed*)
 - Restates/clarifies a student’s key idea: “So you think that Jupiter is afraid of what might happen if humans get fire. Can anyone add to Jasmine’s idea?”
 - “When you’ve finished discussing, please respond in writing, to the first two questions on the Discussion Question sheet I gave you earlier.”

- Goal 2: Students listen carefully and clearly understand ideas presented in writing or speaking
 - “Joshua, can you say more about that?”
- Goal 3: Students provide evidence and explanation to support their claims.
 - Prompts students to search for and provide evidence: “That’s a very interesting idea, Brian, what evidence do you have to support it?”
- Goal 4: Students establish new ways of thinking by elaborating on or challenging ideas of others
 - Prompts students to elaborate or build: “Can anyone add to Jasmine’s idea?”
 - “Does anyone have a different idea about what the quote we underlined reveals about Jupiter’s character? I’ll record our ideas on this chart.”
 - “Remember, we have been working on elaborating on other’s ideas. Which conversation stems on your sheet might help you to build off or add on to what your classmates are saying?”

Capture Your Learning

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

30

Time:**Duration:** 5 minutes

- **Facilitator says:** Before we wrap up, it’s important that we summarize and capture learning from today’s session. Please take a few moments to reflect on these two questions and record your responses in the space provided in your handout on p. 16-17.

Facilitator does: Direct participants to their handouts, 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.

Assessing Student Responses

Characteristics of Strong Student Responses

31

15 seconds

Facilitator says: Let's consider what student responses tell us about their understanding of complex text

In This Segment, We Will...

- Analyze Student Look Fors to define and create an exemplar student response to a Guidebook task.
- Create an exemplar response.
- Consider how this work will be useful in mentoring and develop a plan for guiding a mentee in creating exemplar responses.

Duration: 30 seconds

Facilitator does: Briefly review the objectives and/or have a volunteer read each objective aloud.

Recap

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

33

Time:

Duration: 3 minutes

Facilitator says: As ELA teachers, this question guides all of our preparation and teaching and it's critical that we stress this as the essential criteria that our mentee's use when evaluating both their teaching and student responses-- whether written or oral. It's on p. 17 of the handout.

As teachers, we all know that our work isn't really about the teaching; it's about the learning. So understanding how to monitor student learning is a critical skill for all teachers. There is no such thing as "I taught it but they didn't get it." At least not if you think of teaching as an interaction between student and teacher, rather than as a performance. So these questions become critical and they are the guiding questions that will drive our conversation as we focus on evaluating student work. Turn and talk with your table group about this idea of teaching as a performance vs. teaching and learning as interactive. Consider how you will support a mentee in developing an understanding of how important student responses are in regards to the craft of teaching. (Allow talk time)

Listen for: During the table talk listen for especially insightful answers and prompt those participants to share whole group. Some answers to listen for: having a student centered classroom rather than a teacher focused classroom; having a growth mindset about your students' abilities; teachers having a sense of empowerment or self-efficacy to support the learning of all students; feeling accountable for student learning

First – Let's Practice Together



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

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those mighty ones who lived upon the mountain-top. They were the sons of one of those Titans who had fought against Jupiter¹ and been sent in chains to the strong prison-house of the Lower World. (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 Saturn² 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 starvation, hunted by wild beasts and by one another—the most miserable of all living creatures. (2)

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

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

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

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

Grade 8: Flowers for Algernon

How does the author's choice of words throughout the text affect your understanding of "The Story of Prometheus"?

Time:

Duration: 30 seconds

****Skim & scan!**

Facilitator says: We're going to engage in shared practice around a text-based discussion from our Flowers for Algernon unit. To do this, we are going to revisit "The Story of Prometheus" text that we read and analyzed previously.

Facilitator does: Either read aloud the text-based discussion prompt or have a volunteer read it aloud for the group.

Evidence of Deep Understanding of the Text

How does the author's choice of words throughout the text affect your understanding of "The Story of Prometheus"?



Teaching notes

 Print all

Student Look-Fors:

- Monitor students as they are working. If they need more support, ask them the prompting questions.
- 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 *boldly*, "set his heart," and "brighter and better." Students should select words or phrases from the text to describe the author's negative,

Duration: 2 minute

Facilitator says: First and foremost, we will be looking for evidence of deep understanding of the text! And remember, the Guidebooks gives us advice on student look-fors. Remember what's included:

- key understandings students should demonstrate in response to text-dependent questions
- sample evidence from the text that supports those key understandings
- They help us to formulate an exemplar response, which we can then use to measure student responses against.
- If we have a deep understanding of the look-fors, we are better equipped to address students' misconceptions about the text or probe to support students in strengthening their responses

Analyze the Student Look Fors

Independently

Study the Student Look Fors in your handout.

Summarize:

How will we know if student responses show deep understanding of the text?

Teaching notes

Print all

Student Look-Fors:

- Monitor students as they are working. If they need more support, ask them the prompting questions.
- 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 *boldly*, "set his heart," and "brighter and better." Students should select words or phrases from the text to describe the author's negative,

Duration: 4 minutes

Facilitator does: Point participants to the look-fors in their handout on p 17. Provide a minute of independent reading time, then click to reveal the discussion prompt. Emphasize that participants should now synthesize these look-fors in their own words to describe how we will know if student responses show deep understanding of the text.

Remember Our Criteria

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).

The student is able to clearly articulate a relevant and **valid connection** between the evidence given and the assertion.



Duration: 1 minute

Facilitator says: In a moment, we will examine a sample student exemplar for this discussion question. As we review this exemplar, we will keep the criteria in mind. (Listed in handout on p 18.)

Facilitator does: Click to reveal and review each of the criteria.

Examine the Exemplar Response

Independently: Read the exemplar student response

Discuss:

- How does this student's response demonstrate a deep understanding of the text?
- How does this response demonstrate each of the three criteria?

- ✓ Responds directly to the question asked with a **valid assertion** drawn from the text.
- ✓ **Evidence** from the text provided is **relevant** (evidence supports the assertion) and **sufficient** (enough evidence is given to support the assertion).
- ✓ Clearly articulates a relevant and **valid connection** between the evidence given and the assertion.

Duration: 6 minutes

Facilitator does: Direct participants to the exemplar response in their handouts on p 19. Provide independent work time, then click to reveal discussion prompts. Review discussion prompts and have participants discuss with a partner or at their table groups. Then, invite 2-3 participants to share out with the whole group.

Key Point:

The *Look fors* describe, in some detail, the core understanding students should demonstrate in response to the discussion question. The *Look fors* also offer examples of textual evidence that can be used to support the response. However, *the Look fors are not an "answer key"*. In order to develop a sample response or evaluate a student response, participants need to look back in the text for context on the evidence provided. They also needed to do their own thinking about how the evidence connects to the response. Point out that while the the *Look fors* can help us develop solid expectations for a proficient response, they do not offer all possible answers to the question or all possible evidence.

Create a Student Exemplar

Work with a Partner:

- **Study** the Student Look Fors
- **Go** back into the text
- **Create** an exemplar student response (remember the 3 criteria!)

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

Your exemplar should reflect a level of proficiency most students can reasonably be expected to achieve with good instruction. The response should not be "perfect."

Duration: 9 minutes

Facilitator says: Now it's your turn to practice creating an exemplar student response – we are going to do this first with our shared text to practice, then you'll be able to do this in your own teaching and guide a mentee through the process. We'll take about 6 minutes for you and a partner to draft an exemplar response to this question. As you do, it's important to remember (click for animation)--that your exemplar should reflect a level of proficiency most students can reasonably be expected to achieve with good instruction. The response should not be "perfect". Pp 20-22 of your handout provides the text, the question, the look-fors, and a place to capture your own exemplar. Page 23 is a blank form for your use after today.

Facilitator does: Briefly review the task participants are about to complete and read the text-based question. they will also likely need to refer back to the text, and to do their own thinking about the connection between the evidence and their answer to the question. Emphasize that they should keep the 3 criteria in mind as they develop their exemplar!

Facilitator says: Key Point: *Your exemplar should reflect a level of proficiency most students can reasonably be expected to achieve with good instruction. The response should not be “perfect”.*

Exchange and Annotate

Pair up with another team and **exchange** responses.

Read the other team's response.

Annotate evidence of each of the 3 criteria in their exemplar (**Assertion, Evidence, Connection**).

Provide feedback: What is strong about this exemplar?
What could be better?.

Duration: 6 minutes

Facilitator does: Review directions and explain that purpose of the activity (to exchange responses with another team and evaluate the response using these three criteria). Explain that they should look for and annotate evidence of the three criteria:

A= Assertion
E = Evidence
C = Connection

Facilitator does: Afterwards, have participants return to their seats and take a moment to independently process the feedback they received.

Sample High Quality Student Response

Prometheus is motivated to defy Jupiter because he wants to make the world a better place for humans and because he thinks Jupiter is abusing his power. Unlike Jupiter, Prometheus wants the humans to be better and wiser. He hates how lazy the gods are and that they are trying to stay in power by keeping humans ignorant. This reveals that Prometheus is noble and cares about something other than himself.

Evidence	How this evidence supports my thinking
"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..."	When he realized that humans were miserable, he went to live with them and help them.
"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said.	Prometheus calls Jupiter a tyrant, showing that he thinks Jupiter is misusing his power. He is determined to give humans fire. Prometheus cares so much that he even is even willing to defy Jupiter to improve life for the humans.

3 minutes

Facilitator says: Here is a sample response. Note the three criteria and how they are addressed in the sample.

Facilitator does: Allow time for the participants to review the response and analyze it for the three criteria.

Facilitator says: Now I invite you to consider what benefits might come to an inexperienced teacher from doing the process you just experienced. Think for a moment how this might inform their teaching, their responses to student talk and writing, and their expectations for student success. What role might this work play in your mentoring--in deepening content instruction, in classroom management, in ensuring that classroom discourse is truly a learning event? (processing and debrief on the next slide)

Wearing Your Mentor Hat

Think for a moment how analyzing a sample response, and writing their own exemplar, might inform a mentee's teaching, their responses to student talk and writing, and their expectations for student success.

How would you know that you need to have this talk with your mentee? When might this topic need to be addressed?

How might you use these materials with your mentee?

Important Reminder: What career-long habits do you want your mentee to build now?

42

5 minutes

Facilitator says: Walk and talk with a partner of your choice while considering these questions. Listen to your partner for insights regarding his or her experiences or observations of how teachers struggle with, or utilize, the three criteria to guide their assessment of student understandings. Together, consider when you might want to begin this work with an inexperienced teacher.

Facilitator does: If time permits, allow participants to share out whole group.

Facilitator says: Remember that these three criteria define a student response in which the student has given a clear answer to the question asked and has connected that response to specific and relevant text evidence. This is the standard for student responses given orally as well as in writing, in other words—this is the standard for class discussions. Those discussions can move very quickly so it's essential that we understand how to evaluate student responses quickly so that we respond in a manner that addresses students' needs and that only validates strong answers.

Capture Your Learning

Wearing your Teacher hat:

- 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?

Wearing your Mentor hat:

- How will I support my mentee's understanding and application of the three criteria?
- How will I use the criteria and the creation of exemplar responses to support the mentee's use of classroom discussions?

Duration: 5 minutes

Facilitator says: Time to summarize and record our insights.. Take a few minutes to reflect and capture your learning in your handout on p. 25-26.

Facilitator does: Direct participants to their handouts, where they have space to “capture their learning” from this session. Provide time for participants to record their thinking in response to the questions on the slide.

Documenting Our Work for the Assessment

Please open your
BloomBoard account.



Duration: 30 seconds

Facilitator: Read the slide.

This Morning's Learning and the Assessments

Individually think about the ways in which today's learning will help you support a mentee. In which assessment domains might this type of work with a mentee be captured?

45

Duration: 2 minutes

Facilitator says: Read this slide to yourself and silently think about your response. Consider how you might use today's learning in the mentoring work you are currently doing. What impact will it have on the mentee's classroom and student outcomes? Then consider which tasks related to your micro-credential tasks would be impacted.

Possible responses:

Mentoring to improve Classroom management
Mentoring for Close reading of complex texts
Mentoring for writing instruction

Quick Progress Check

Please raise your hand if:

- You've fully completed and submitted for one or more domains (have you gotten feedback yet?).
- You've completed all tasks for one or more domains, but have not yet submitted.
- You've completed and some of the tasks for one or more domains.
- You've started, but not yet completed, one or more tasks for at least one domain.
- You've thought about it, but haven't actually written anything in the BloomBoard spaces yet.

Duration: 3 minutes

Facilitator: Each bulleted statement will appear separately. After each bullet allow participants time to raise their hands and then ask them about their progress (which domains? feedback yet? thoughts on their work?) Point out these people may be used as a resource. Especially for the top three levels, use this check in to allow participants to locate colleagues with experience in case they have questions.

Use Your Time Wisely

- Begin working on a new task
- Continue working on a task previously begun
- Seek advice or ask questions about micro-credential tasks
- Draft, revise, or seek feedback on assignment submissions

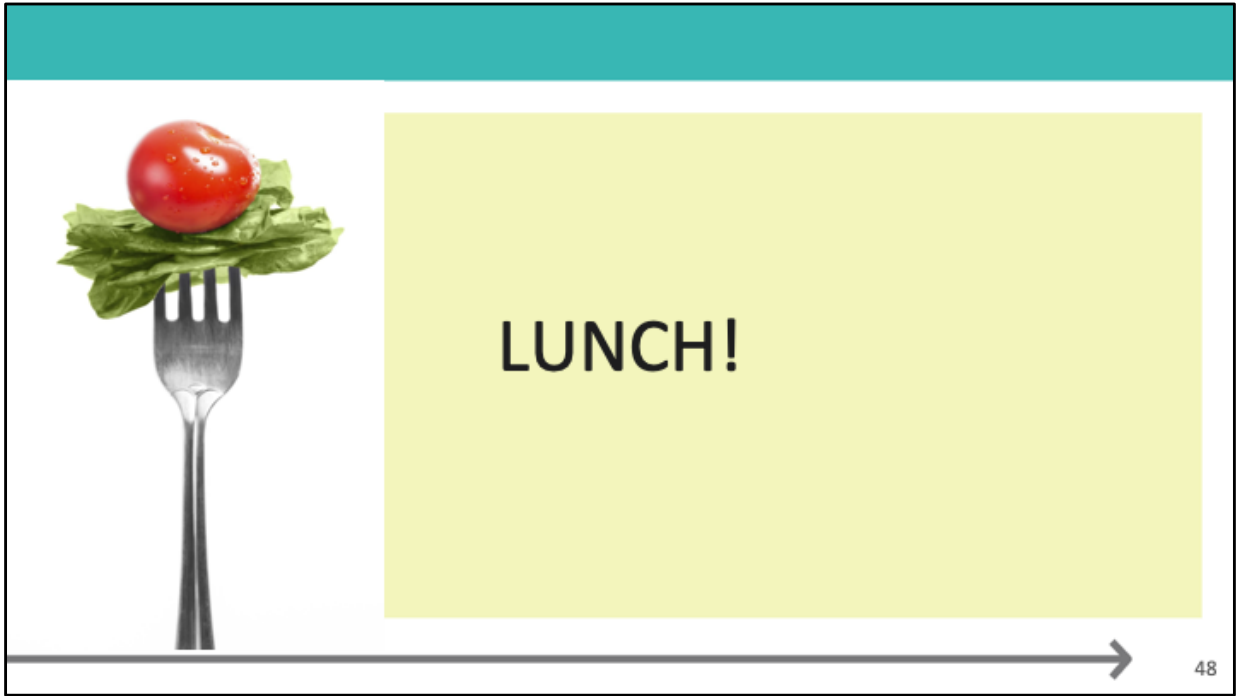


47

Time: 1 minute + remaining time till lunch for work (approx 20 minutes depending on pacing)

Show this slide during work time and encourage participants to use the time to work on micro-credential submissions. Remind them of their district's expectation (and need) for them to become certified as a mentor.

Image credit: stock photo in public domain



●45 minutes

The Mentoring Cycle



49

- **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**

50

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.

51

● **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



52

- **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

53

- **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 and on p. 28. 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?	



54

- **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 29 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?



55

- **Duration:** 10 minutes
- **Facilitator says:** On page 33 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 (**TOM NOTE - ARE YOU DOING "TOPS AND BOTTOMS" HERE???**), 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 (**TOM NOTE - WILL THIS BE "SHUTTING OUT THE SKY"?**). 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?

SET NEW GOALS

57

- **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



58

- **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



59

- **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 28.
- On page 30 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?



60

- **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 30 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?



61

- **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



62

- **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



63

- **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 31-32 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?

65

- **Duration:** 10 minutes
- Let's return to our example mentee situation we've been using as our model all afternoon. On page 12 of the "Tops and Bottoms" packet 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

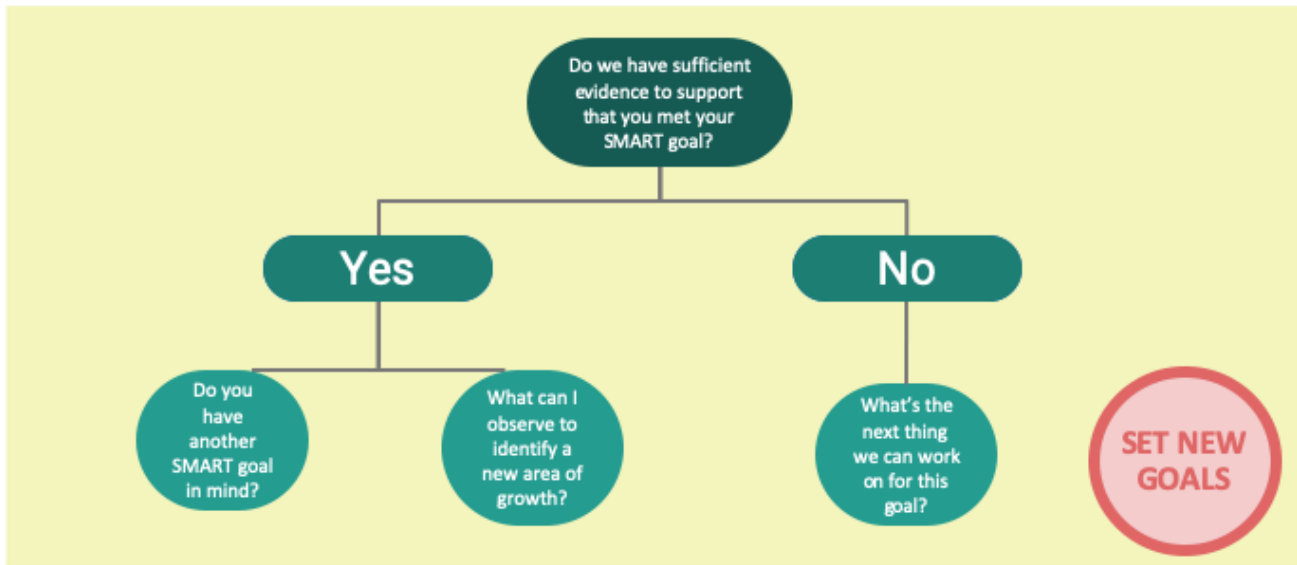
Step Three: Determine Next Steps

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



67

- **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.



68

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

Connection to Assessments

69

SECTION START: 3:25

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

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.

70

- **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>

71

- **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

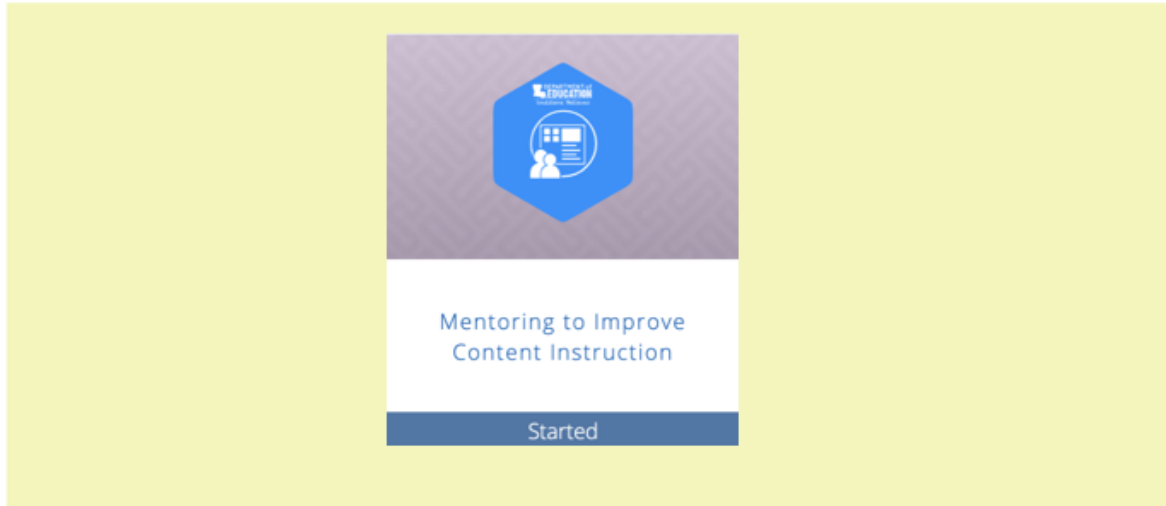
of the assessment as they should have already started relationship building, and hopefully have started coaching as well. They now have also learned how to monitor progress- the artifacts that you could include for this part of the assessment could be the tool they learned about all afternoon, notes 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.

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

Username: learningforwarddemo@bloomboard.com

Password: BBLearning4ward

Work Time



72

- **Duration:** 15 minutes
- **Facilitator says:** Now take some time to log on yourself and explore this assessment. See what additional work you need to accomplish for the tasks. There may be work you can do right now - such as writing a coaching plan based on observation notes you already have. 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

- Explain how Speaking and Listening are presented in the Guidebooks.
- Utilize productive discourse to help all students make meaning from complex texts.
- Implement strategies for creating engaging, productive student discourse in the ELA classroom.
- Examine the connection between effective use of productive discourse and effective classroom management.

73

● **Duration:** 2 minutes

● **Facilitator says:** This morning, we focused on Speaking and Listening. Here are the outcomes we worked towards.

Module 6 Afternoon Outcomes



- Set new goals and determine future plans for intervention.

74

● **Duration:** 1 minute

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

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.