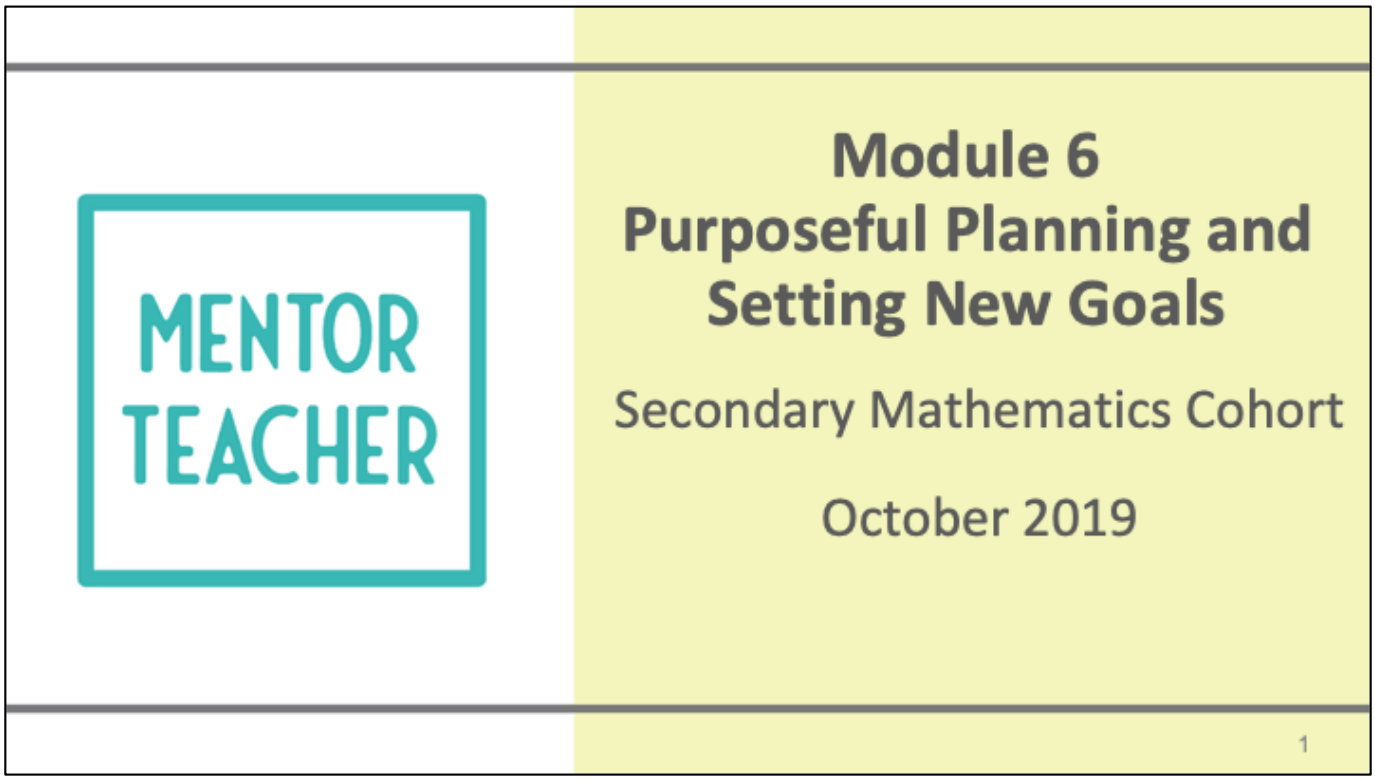


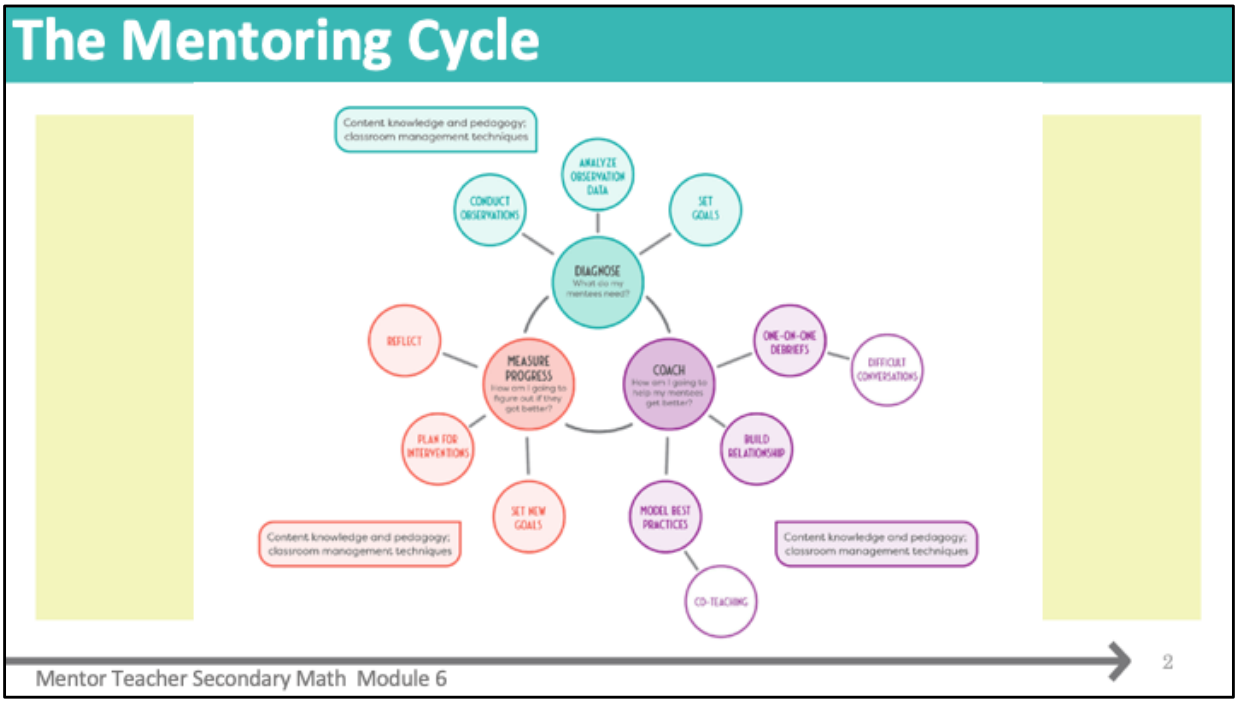
- **Duration:** 1 min.

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

- **Facilitator does**: Ensure everyone has signed in, has materials for the day, and is sitting with his or her learning team. Review logistics for training (restrooms, times, breaks, lunch, etc.)

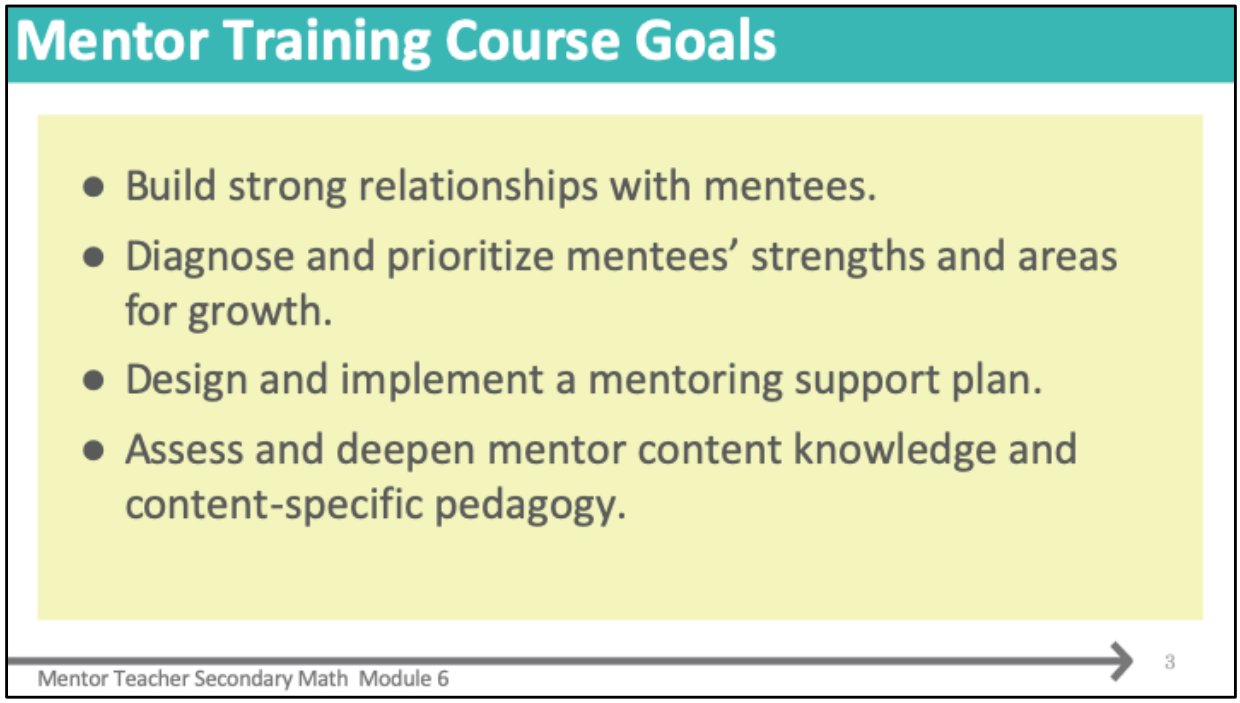
Note:

- **Morning (Mathematics content):** 185 minutes (including 10 minute break)
- **Lunch:** 45 min
- **Afternoon (Mentoring content):** 180 minutes (including 10 minute break)



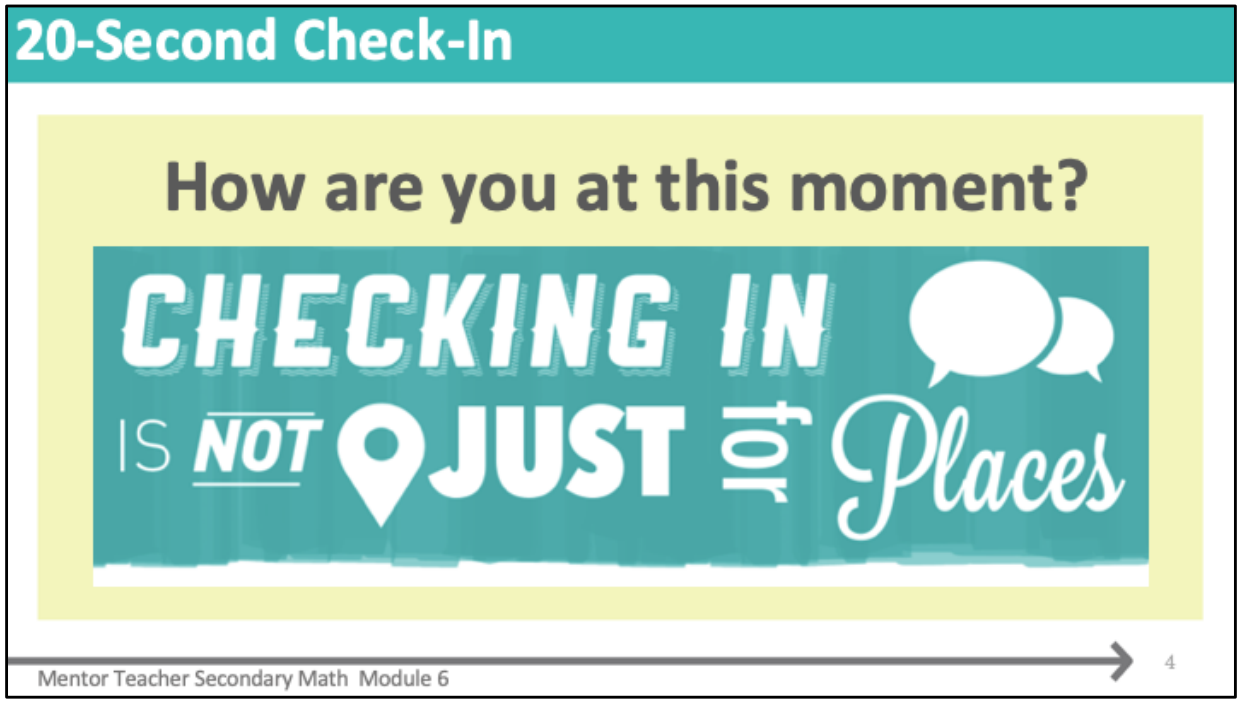
- **Duration:** 1 minute

- **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 will continue to zoom in on aspects of Coach and Measure Progress. By the end of the nine Modules we will have worked through all of the components of the cycle.



- **Duration:** 1 minute

- **Facilitator says:** Let's just take a moment to remind ourselves about the overarching goals of the Mentor Training Course. Similar to yesterday, we will continue to deepen your content knowledge and content-specific pedagogy (goal 4). We will also continue working our way through the mentor cycle including designing and implementing a coaching plan based on our observation data and SMART goals which will address goal three.

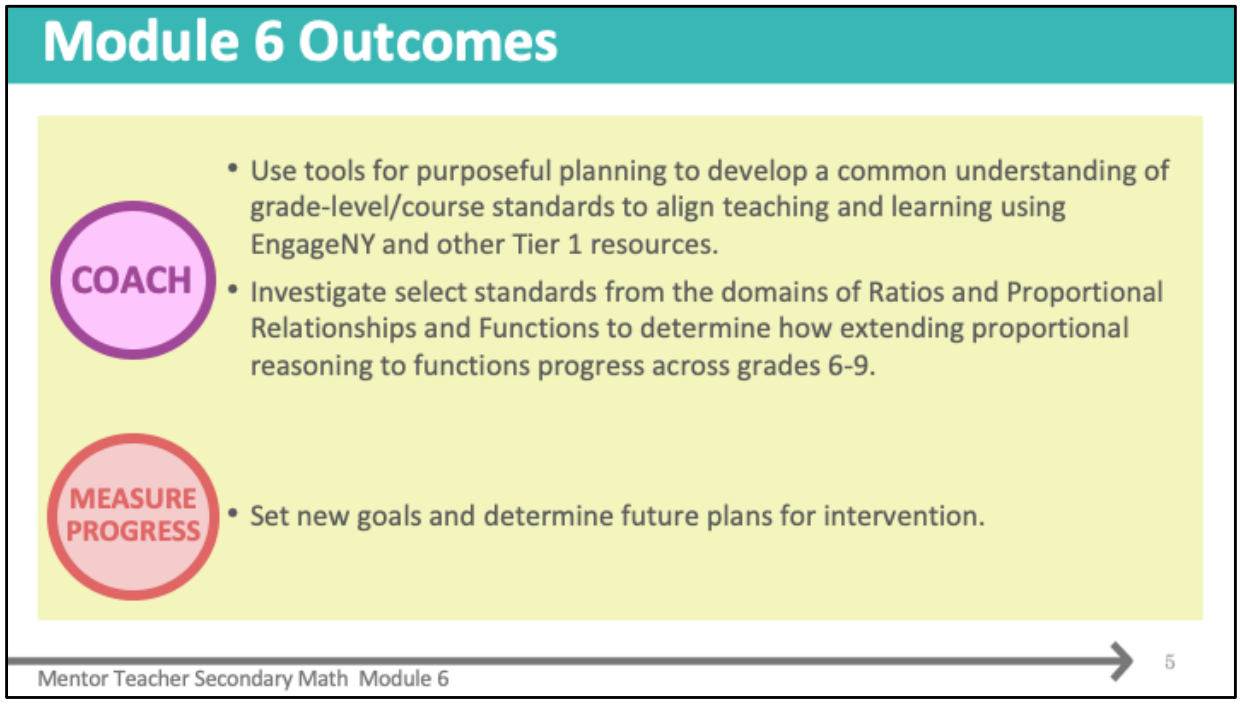


- **Duration:** 3 minutes

- **Facilitator says:** Check Ins are valuable protocols for gaining an understanding and/or appreciating the "current state of being" of your colleagues. Examples: Are they ready to focus; are they distracted by challenges at home? While that may not let us alter our plans; at a minimum it helps us understand colleagues and empathy may help them to focus. In a moment I will ask you to do a twenty second check in with your learning team.

- Let me model. "I am rested, prepared and looking forward to the next day with you." Now it's your turn. (Allow participants to engage in their check-ins with their learning team.)

Image credit: beyondblue.org.au



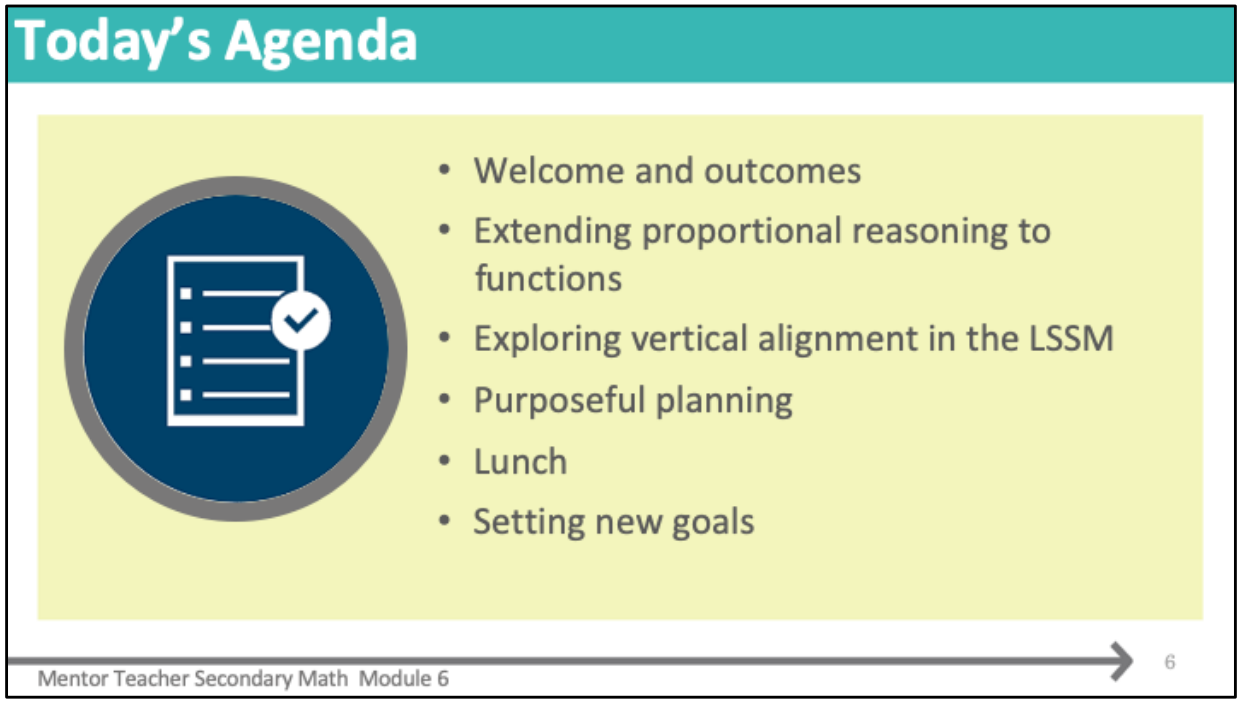
●**Duration:** 2 minute

●**Facilitator says:** During this module, we will focus on one mentoring and 2 content oriented outcomes.

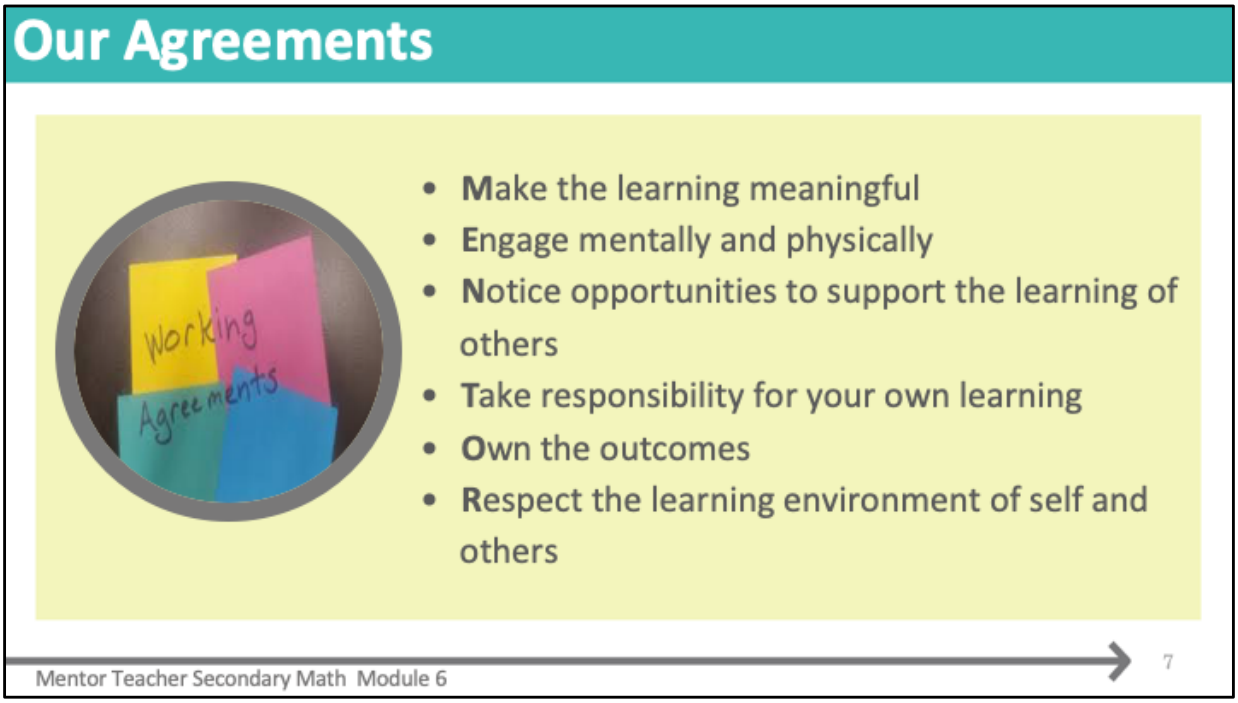
The state of Louisiana has invested significantly in the development of Tier 1 curriculum to ensure all educators have access to high quality curriculum and instructional materials. This investment resulted from compelling research on the impact on students when teachers work with HQ curriculum. We are committed to teachers and students having these materials – particularly our newest teachers and our teachers serving our most vulnerable students. Today's curriculum focus is on collaborative and purposeful planning.

In previous modules we learned different types of interventions a mentor can use to help a mentee work towards their SMART goal - modeling and co-teaching. We also discussed how to conduct difficult or opportunity conversations with mentees. You've now had the opportunity to work with your mentee on a SMART goal. At this point you have likely all had the experience of asking yourself, 'is my mentee making progress and how do I know?' Today we'll learn how to look at the mentee's work and determine "what next"; the process of setting a new goal and determining future plans for intervention.

●**Facilitator does:** Reminds participants that the outcomes appear on **page 2**.



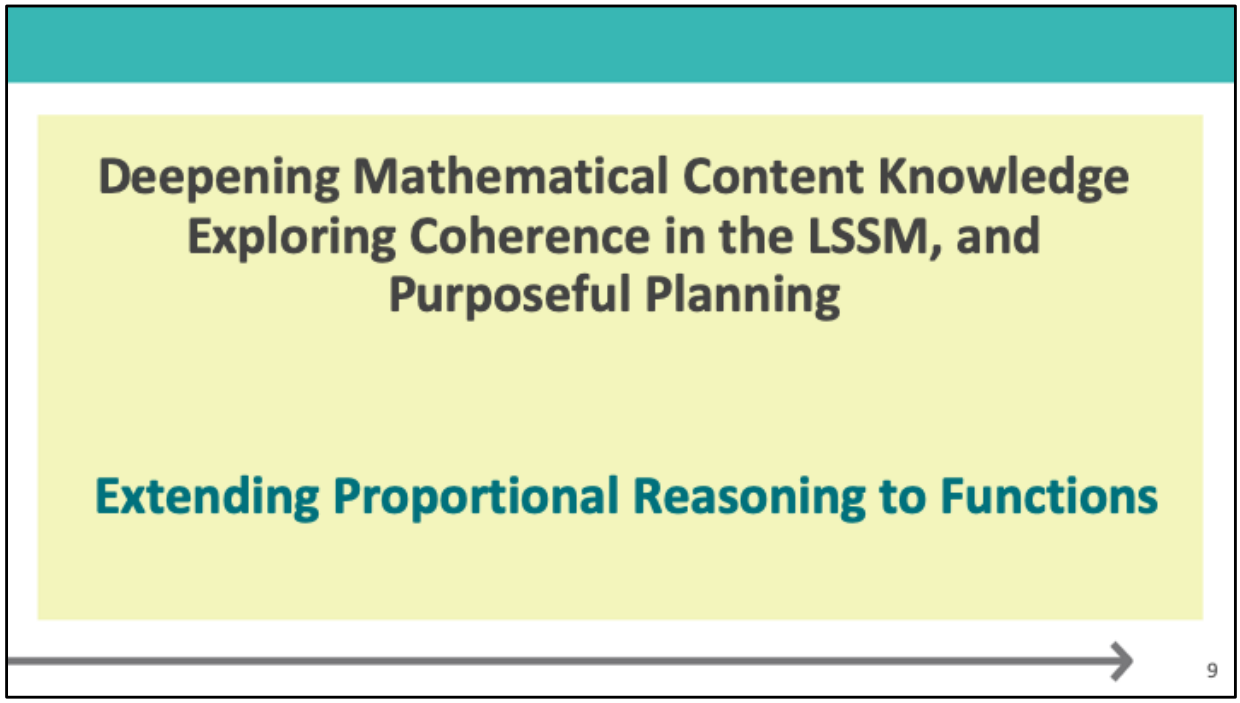
- **Duration:** 1 minute
- **Facilitator says:** You will see our agenda on **PAGE 4** of your packet. We will begin with our content focus on coherence and vertical alignment in the LSSM as seen through , then move into our mentoring focus of planning for interventions and model teaching.



●**Duration**: 1 minute

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

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



NOTE: Adapted from content provided by UT Dana Center in Content Leader, Grades 6-9, Module 3 Session 1 and 3

Duration (section): 30 minutes

Duration (slide): 1 minute

Critical Idea
Introduce the session.

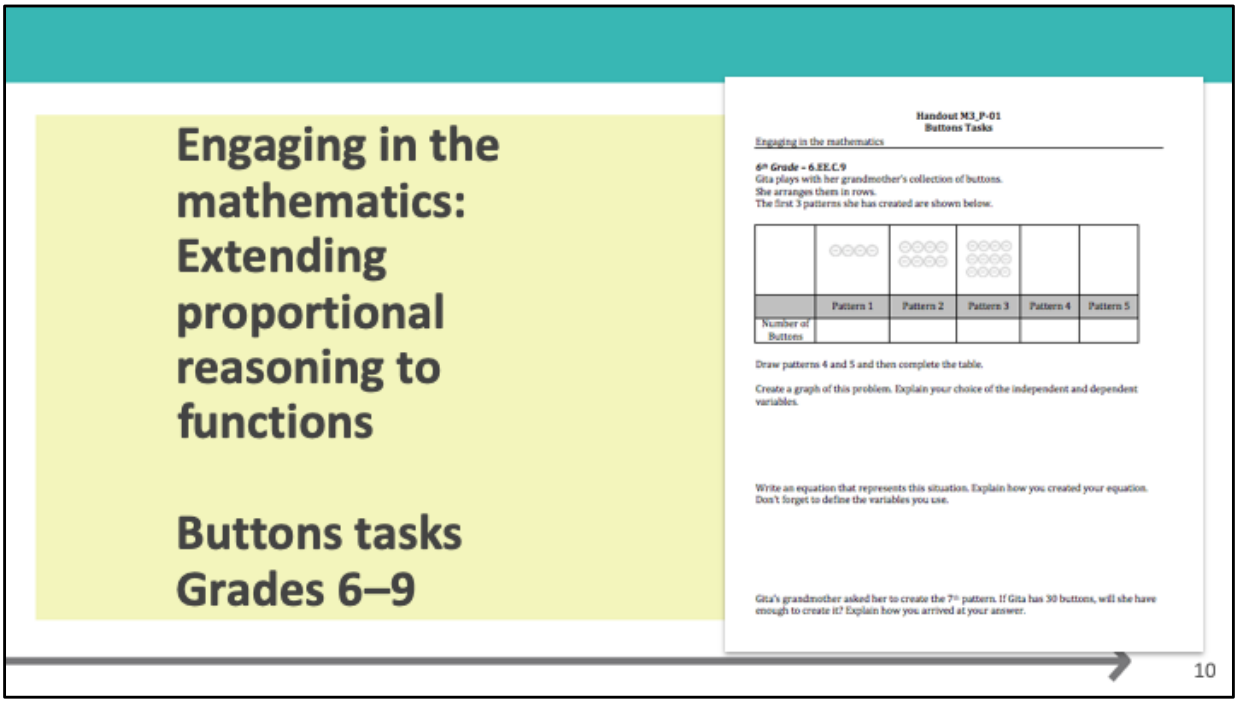
- ***Facilitator says:***
  - In previous modules you studied the big idea of using multiplicative thinking to reason with ratios and rates. You also were introduced to the vertical alignment process, where you studied standards in vertical teams across grades. This process highlights the coherence of the standards and emphasizes the importance of grade level standards in the development of a big idea. In this module, we will again use a big idea of mathematics to ground our learning. The big idea for this module is Extending Proportional Reasoning to Functions. Instead of creating a vertical alignment of standards and studying the standards

in mixed grade level teams, we want to shift our attention to starting to plan together in grade level teams in ways that ensure aligned teaching and learning at each grade level.

- This first section is designed for the purpose of deepening your own mathematical knowledge for effective instruction. The EngageNY and other Tier 1 curriculum have similar math learning activities built into its lessons, though they may be spread across several lessons and not necessarily be presented in the same way we are about to experience. It is important to keep in mind that you may experience some a-ha moments in this section that will not come as quickly and as easily to your students."

Words of Wisdom

Reiterate throughout the module that it is important for participants to abide by the pacing of the EngageNY or other Tier 1 curriculum, which is designed to be more developmentally appropriate for the students. The purpose of the opening math task is to get participants thinking about content related to the big idea of this module.



Duration: 15 minutes

Critical Idea
Teachers will engage in math tasks aligned to grade-level standards related to the big idea of extending proportional reasoning to functions.

Facilitator does:
Verify that teachers are sitting in grade level groups of no more than 4.

Facilitator says: To get you thinking about the big idea of this module, let's do some math! You will do a task related to the big idea, specific to your grade level standards. This task is a modified MARS task and we have modified it to create 4 different versions, each of which addresses grade level standards from grades 6-9. Some of you may be familiar with MARS tasks. They were developed by the Mathematics Assessment Resource Service, which was a partnership between the Shell Center for Math education, the University of California, Berkley, and the University of Nottingham. These tasks can be found online at the MARS website.

In your handout on **pages 5-8** you will find **Buttons Tasks.** There are four tasks, one for each grade level.

Find the task for your grade level.

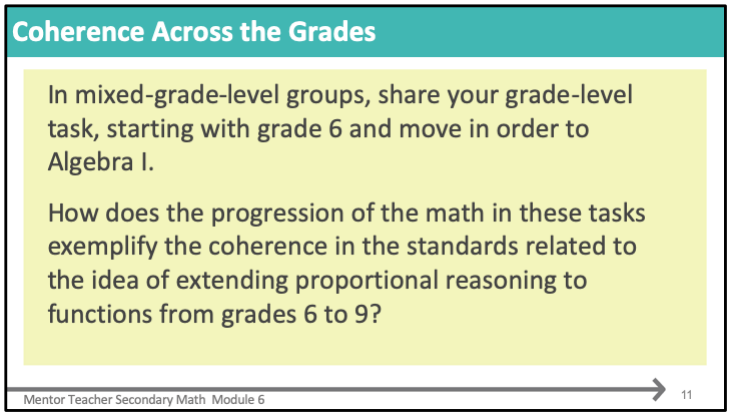
You'll notice that at the top of your grade level task, there are standards listed. Before working on your task, review the language of the standards (separate handout -- a couple per table) and take a few minutes to quietly read the standard(s) that align to your task. Once you have read the standards, begin working with your grade level team on the task.

Facilitator does: Give groups 5 minutes to work on their task. When groups have finished working,
Animate the slide, and have groups reflect on the questions.

- How is the content described in the standard evident in your task?
- How does the taks relate to the big ideas extending proportional reasoning?

Give teachers 2 to 3 minutes to reflect on these questions with their grade level group.
The responses to these questions do not need to be shared out whole group.

Words of Wisdom
Make sure the table discussions stay focused on connecting the standards to the tasks.



Duration 15 minutes

Critical Idea
It is important for teachers to understand how the math at their grade level fits into the development of a mathematical idea across grade levels. Teachers move from looking at standards and a task at their own grade level to learning about tasks and standards across grades 6-9 to see the coherence evident in the LSSM.

Participants will now discuss the tasks in mixed-grade level groups.

Facilitator does:
Have teachers stand and make groups of about 4, with one teacher from each grade level represented in each group. Teachers should take their task and standard(s) with them, but they can do this activity standing in groups around the room. They do not need to move their belongings.

- **Facilitator says** (After teachers form their new groups)
  - You will share your grade level task and the standard(s) it is aligned to, starting with 6th grade and moving in order to Algebra I. Each of you will have 1 minute to orient your group to the task, the mathematics in it, and the standard(s) to which it is aligned. After all of you have shared your task, discuss how the progression of these tasks ties into the idea of extending proportionality to functions from grades 6 to 9. We will debrief this conversation in a few minutes, so also choose a representative to share key points from your group's conversation. You will have 8 minutes; 4 minutes for each group member to share their task and 4 minutes to discuss the question in the second bullet on the slide.
  - The directions and prompt for sharing on the slide. Use this to guide the conversations. In your handout on **page 9**, there is a space to record notes during your conversation.

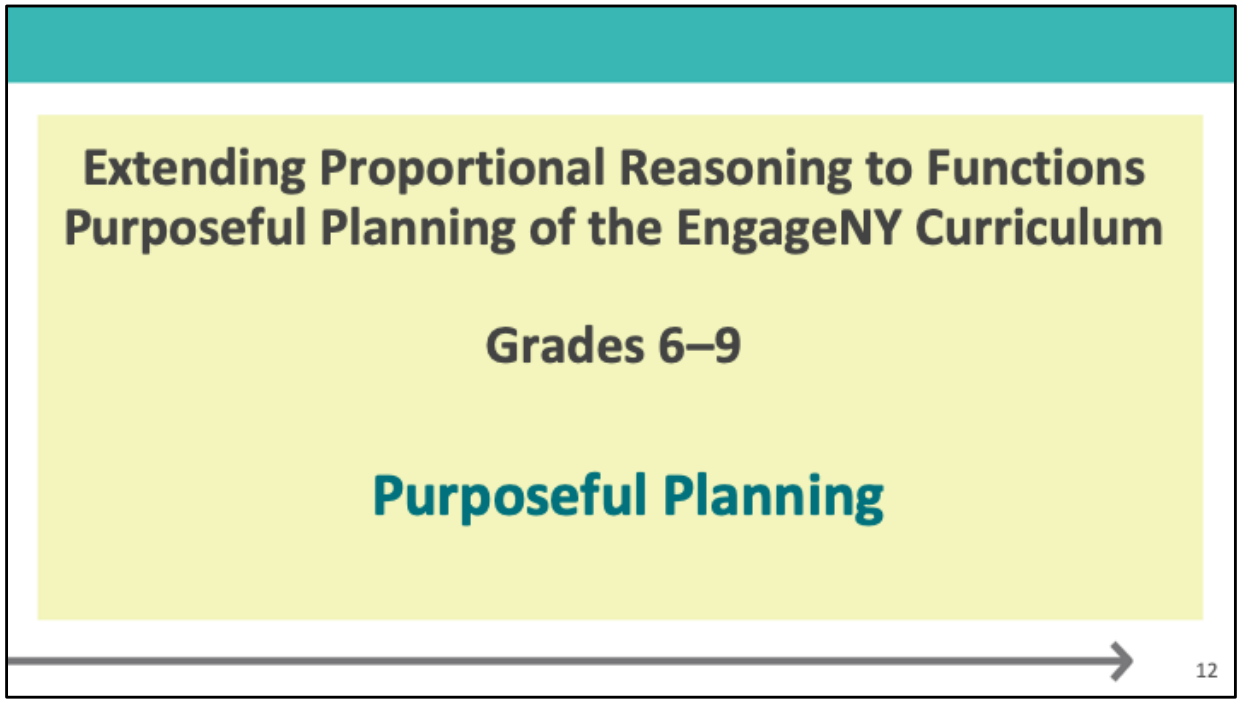
After 8 minutes, Facilitator brings the whole group back together.
The Facilitator says: Let's debrief your conversation. I will call on each group to share one connection to the big idea that their group discussed.

Some key points that should emerge are:
- Every grade level is asked to create a table, a graph, and an equation.
- Students move from analyzing proportional linear relationships in grades 6 and 7 to non-proportional linear relationships in grade 8 and Algebra I. In the Algebra I task, students also encounter a non-linear relationship.
- Vocabulary changes across the grades. Independent and dependent variables are introduced in grade 6. Constant of proportionality is introduced in grade 7. Function rule, linear pattern, and rate of change are introduced in grade 8. Formal function notation is introduced in Algebra I.
- All of these tasks deal with the same context, which is a pattern of buttons. What differentiates the tasks is the questions that are asked and the purposeful selection of patterns presented to students.

- **Facilitator says:** Thank you for your comment. Thank your colleagues and return to their original seats. You should be sitting with your grade level.

Words of Wisdom
Do not let the conversation go too long. Teachers should move quickly into groups. You may have to cut the conversations short to get to the debrief, but this is ok. Give warnings to teachers that you will be

asking them to wrap up their conversations.



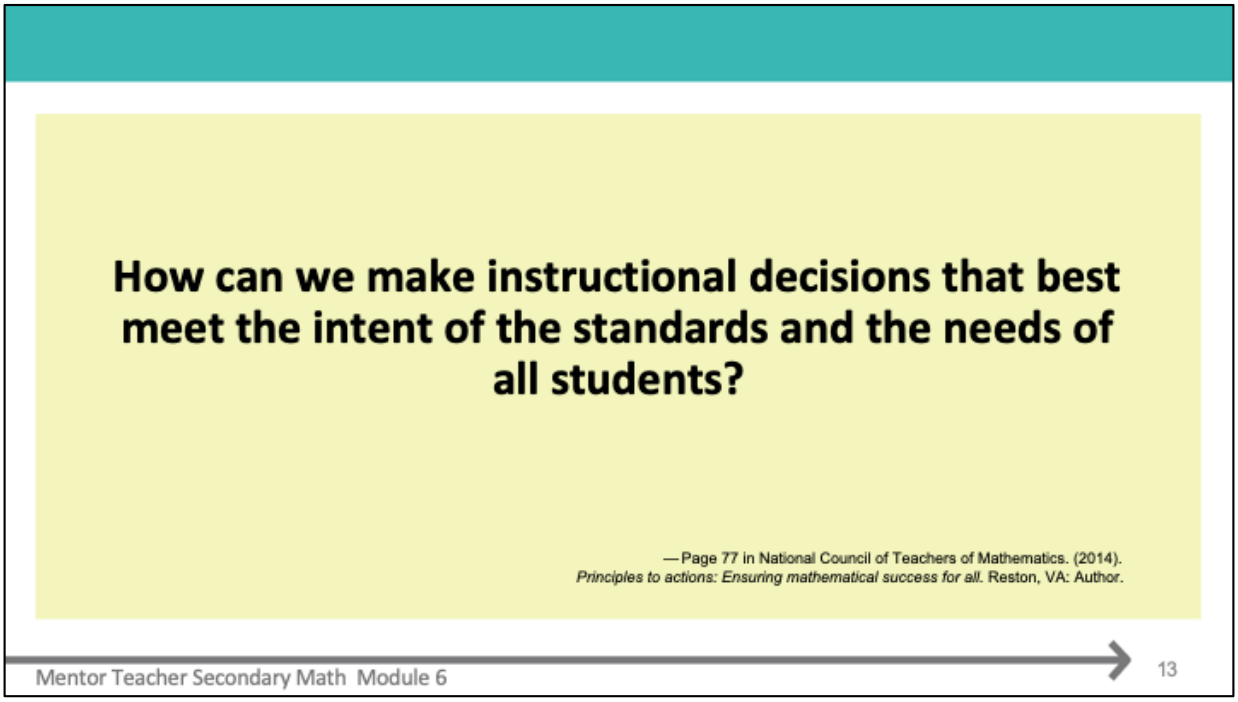
NOTE: Adapted from content provided by UT Dana Center in Content Leader, Grades 6-9, Module 3 Session and 3

Duration (section); 90 minutes

Duration (slide): less than 1 minute

- **Facilitator says:** Up to this point in this Module you have studied the big idea of extending proportional reasoning to functions and how it builds across grades. Now, we will shift our attention to plan together in ways that ensure aligned teaching and learning at each grade level.

Words of Wisdom
This introduction is a set-up for incorporating the Planning Guide into collaborative planning of curriculum, specifically the Bridge to Lesson Planning portion of the conversation. Participants understand its format, use and purpose as they work with it in this session. The goal is to provide a conversation tool that mentors can use in planning with their mentee.



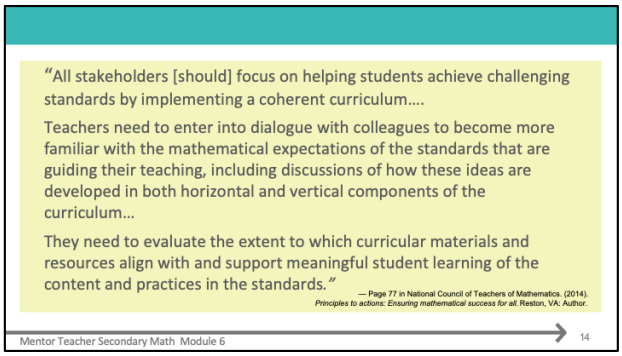
Duration: 2 minutes

Critical Idea
Purposeful planning is required in order to make instructional decisions that best meet the intent of the standards and the needs of all students.

- **Facilitator does:**
  - Pose the question on the slide
  - Call on 1-2 participants to respond.
  - Highlight the need for educators to have collaborative conversations to study the standards and purposefully plan instruction to meet the intent of the standards and the needs of all students.
  - Transition to the next slide

- **Facilitator transitions to the next slide and says:** Let's see how research can inform us about this question.

Words of Wisdom
The question on the slide serves as a quick transition into the next section.



Duration: 2 minutes

Critical Idea:
Educators should use research to inform teaching and learning.

- ***Facilitator says:***
    - Research from the National Council of Teachers of Mathematics addresses the previous question.

- **Facilitator does:** Reads the first sentence
    - "All stakeholders [should] focus on helping students achieve challenging standards by implementing a coherent curriculum….

- **Facilitator says:** In Louisiana, one of your high-quality mathematics curricula is EngageNY.

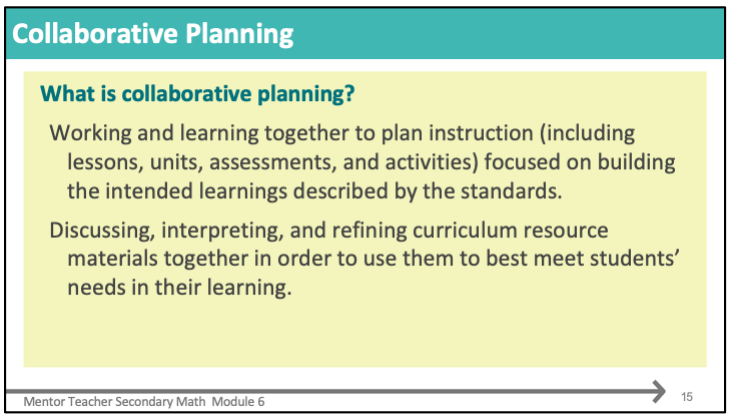
- **Facilitator does: <u>Animate the slide</u>** and call on a participant to read the second sentence of the quotation on the screen
    - Teachers need to enter into dialogue with colleagues to become more familiar with the mathematical expectations of the standards that are guiding their teaching, including discussions of how these ideas are developed in both horizontal and vertical components of the curriculum…

- **Facilitator says:** This part of the quotation emphasizes the importance of dialogue with colleagues to help clarify the intent of the standards and the coherence between and within grade-level or course standards.

- **Facilitator does: <u>Animate the slide</u>** and call on another participant to read the remainder of the quotation on the screen.
    - They need to evaluate the extent to which curricular materials and resources align with and support meaningful student learning of the content and practices in the standards

- **Facilitator says:** The last part of this quotation connects directly to the rest of our learning before lunch. It addresses the need to closely examine the curricular materials to ensure instruction is meaningful and aligned to the content and practice standards. We will use this research to help guide you through purposeful planning."

Words of Wisdom
This quotation is broken up into three animations. Pause after each animation and highlight the parts that inform purposeful planning and connections to the high-quality curriculum.



Duration: 1 minute

Critical Idea

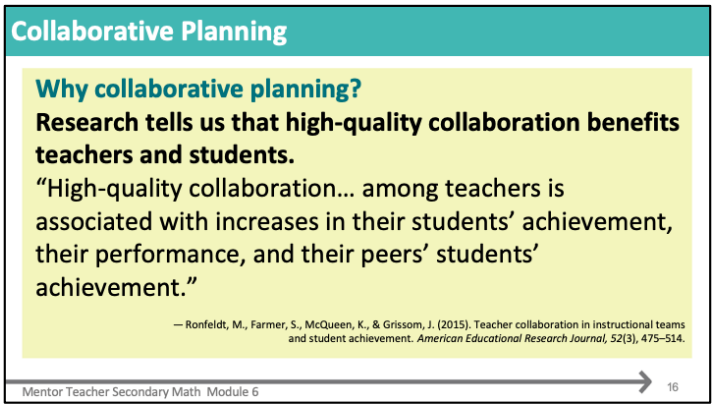
Common definition of collaborative planning: times we work and learn together to plan instruction around standards and how we leverage resources to best meet student needs in their learning.

- **Facilitator says:**
  - Now that you have had a chance to do some math and to start thinking about the big idea for this module, let's talk about how you can collaboratively plan as grade level teams to ensure aligned teaching and learning at each grade level, while also considering the role your grade level plays in supporting the coherent development of big ideas across the grade levels.

  - Before we talk about effective ways to plan collaboratively with our grade-level team, let's make sure we're are all on the same page with our definitions of collaborative planning. Our definition of collaborative planning is on the slide **and in your handout on page 10**. We will focus on collaborative planning as the times when we are learning and working together to plan instruction that is based on the standards. As a team, we will grow our knowledge of the standards, and then make decisions about how to best leverage the curriculum resources we have to meet student needs in their learning."

Words of Wisdom

- There may be other valid definitions of planning collaboratively, but this definition suits our purposes for professional learning. We will use this definition moving forward in our discussions.
- This is a set-up for the use of a new process with more detail to come later in this session. Participants will understand the format of the new process, use, and purpose, as they work with it in this module and in coming modules. Participants will use this tool several times throughout the modules with the hope that they will begin to use it in their grade-level planning outside of this professional learning experience.



Duration: 4 minute

Critical Idea

"Research tells us that high-quality collaboration among teachers benefits teachers and students." – Ronfeldt, Farmer, McQueen, and Grissom

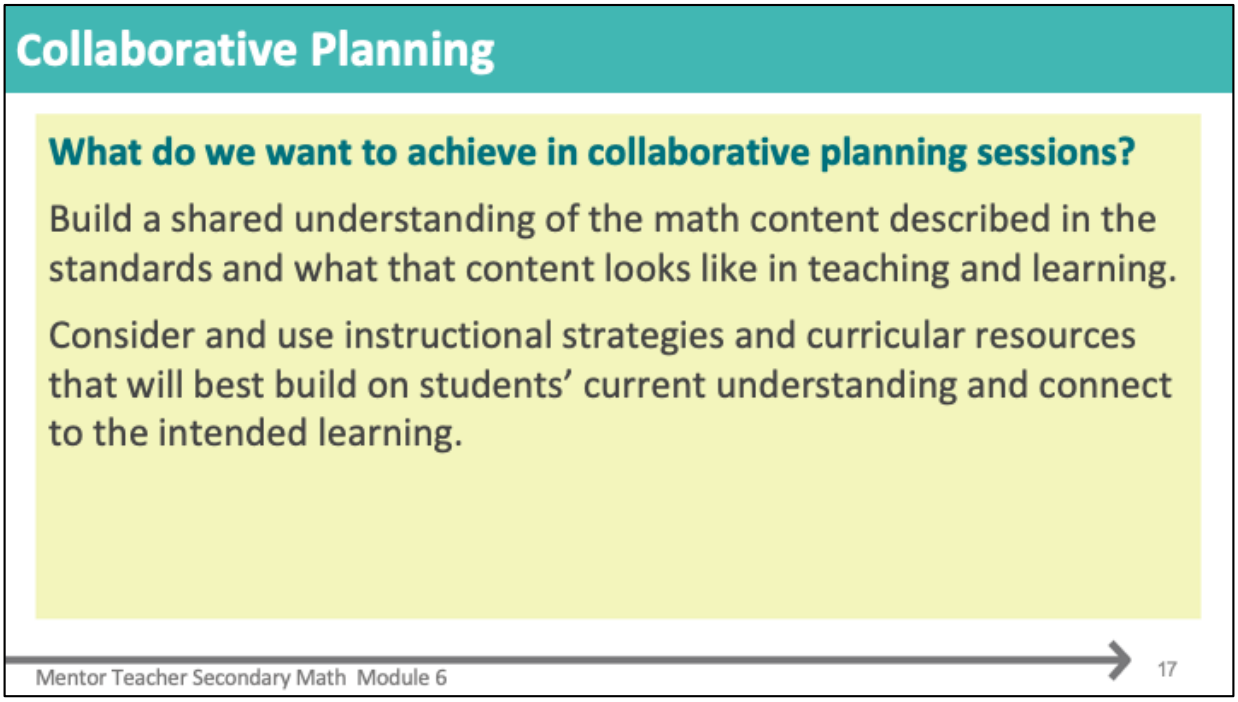
- **Facilitator says:** Let's also talk about why we are spending time learning how to structure collaboration with your team and other teachers at your school. Take a moment to read the slide.
    - Research tells us that when teachers participate in high-quality collaboration, both students and teachers benefit. The teacher and students benefit—and the students of the teacher's peers benefit too. The study referenced here is recent (2015), and there are many other studies with similar results. Collaboratively planning for instruction enables us and our students to grow."
    - Turn and talk for 2 minutes to your partner about why you think collaborative planning could have a broad positive impact on teaching and learning at your school.
    - You may want to use the organizer on **page 10** in your handout to write down information and key ideas you want to remember.

After 2 minutes, **Facilitator does:**

- Have a few participants share their answers.
- Possible responses include that clarity and coherence are gained from planning collaboratively

Words of Wisdom

- If participants would like to reference the article, the website is https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf
- Focus teachers on the word "collaboratively" as they discuss the quote. The research points out that planning collaboratively is more effective than planning alone.

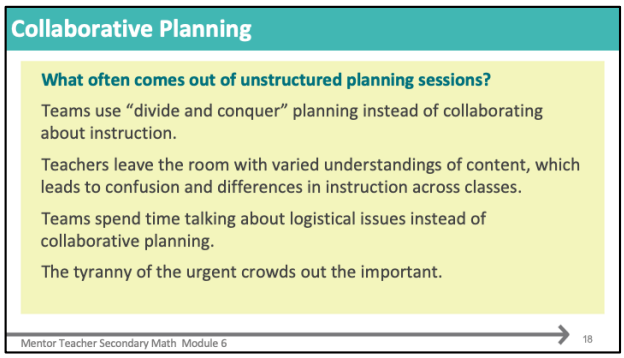


Duration: 1 minute

Critical Idea
High-quality collaboration produces benefits. Without structure, it is easy for collaboration time to become unfocused and scattered.

- ***Facilitator says:*** The study we just discussed specifies that 'high-quality' collaborative planning is what results in improvements.
    - Without structure, planning time can become unfocused and not utilized to its fullest extent.
    - We want high-quality collaborative planning to be focused on planning instruction – that includes building common understandings of the content described in the standards, what that content looks like in teaching and learning, and planning together for using instructional strategies and curricular resources effectively.

Words of Wisdom
This is what collaborative planning should be about!



Duration: 2 minutes

Critical Idea

High-quality collaboration produces benefits. Without structure, it is easy for collaboration time to become unfocused and scattered.

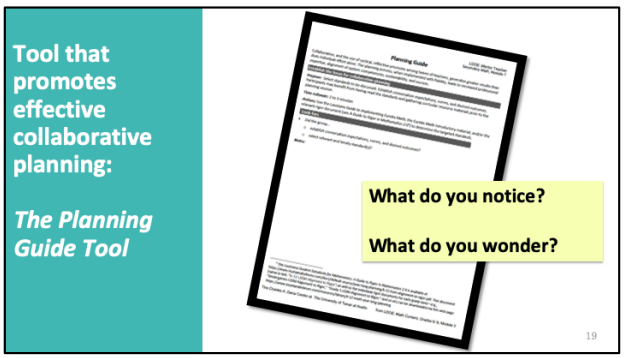
- ***Facilitator says:*** Collaborative planning is not always high-quality though. Teams of teachers report to us that sometimes, rather than productively focusing on content and planning instruction together – these things can happen. How many of you can relate to the points on the slide?"

- **Facilitator does:** Give teachers a minute to look over the points on the slide.

- **Facilitator says:** While these are easy habits to fall into, they will not result in the improvements that are possible with that high-quality collaborative planning. We are going to provide a process that will provide structure and guide collaborative planning conversations so that we are sure to achieve the objectives of high quality collaborative planning."

Words of Wisdom

- This is not meant as a criticism, these behaviors happen regularly but will not get the improvements we hope to gain in teaching and learning.
- Take heed to reactions from teachers who have strict compliance-based planning expectations set for them by their administration. Getting teachers to buy into meaningful planning in addition to their endless copying and pasting might be difficult.
- Although it is important to attend to logistical issues in a math department, these issues should not dominate collaborative planning times. Teams should establish norms and strategies to take care of logistical issues while still using collaborative planning time for its intended purpose.



NOTE: This is the Planning Guide mentors are required to use in the Demonstrating Math Content Knowledge microcredential.

Duration: 5 minutes

Critical Idea
The Planning Guide provides a structure to promote high-quality collaborative planning. The guide is helpful for grade level teams to stay focused on studying standards and planning aligned instruction together.

- ***Facilitator says:*** The vertical alignment process you engaged in during Module 6 for collaborative study helps build a common understanding of a big idea of mathematics and how that big idea builds across the grades. The vertical alignment process establishes that we are all a part of a system—and that we all have to do well in our own part so the system can serve students well.
    - Studying the standards gives us a broad picture of a big idea as it develops across grade levels and is best used in a mixed-grade-level group of educators a few times a year. The vertical alignment process, however, is not the best tool for planning lessons in grade-level groups. We need a different process to establish regular, ongoing, high-quality collaborative planning.

    - In your handout on **pages 11-13** is a **Planning Guide.**
    - This tool provides a structure to help teacher teams take a more focused look at the standards and the standards' implications for teaching and learning. The conversations that emerge from this guide's prompts will deepen your understanding of your grade-level standards and will help your team make instructional decisions about your resources to best meet the intent of the standards and the needs of all students.
    - The Planning Guide is a required component in the **Demonstrating Math Content Knowledge microcredential**
    - This conversation guide is designed to guide discussion in a 45-minute collaborative planning period. It keeps your team focused on understanding the content and what it looks like in instruction. Teams are then prepared to discuss instructional strategies and resources for instruction. Because this guide is a planning tool, it is meant to be used regularly in collaborative planning sessions.

    - With an elbow partner, use the next two minutes to familiarize yourself with the entire Planning Guide.

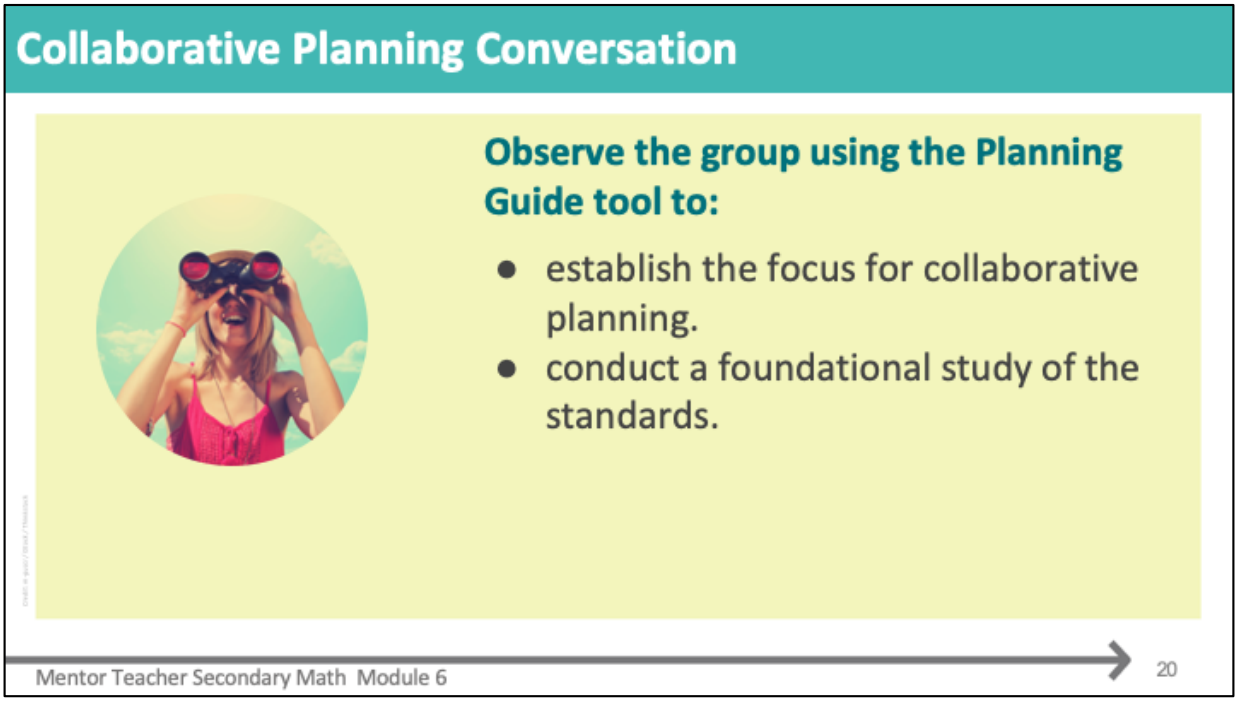
- **After a couple of minutes, Facilitator asks:**
    - *What do you notice?*
    - *What do you wonder?*

- **Facilitator does:** Call on each table share something they notice and something they wonder. Key points to emerge:
    - *Participants should notice that the document is divided into three main sections:*
    - *Establish the Focus for Collaborative Planning,*
    - *Foundational Study of the Standards, and*
    - *Bridge to Lesson Planning—with space for note-taking under each section.*
    - *Participants should notice that LDOE planning documents are referenced and will be useful resources as they engage in their discussion.*

    - If it doesn't come up, point out that the planning guide asks teachers to study content standards at their grade level, as well as standards before and after their grade level. It also asks them to consider the components of rigor.

Words of Wisdom

Do not feel like every "wondering" has to be addressed now. Note any questions, and indicate that many of their questions will be answered as we work with the guide in this session and later in this module. If their questions don't get answered in the discussions, follow-up with them at the end of this module.



Duration: 2 minutes

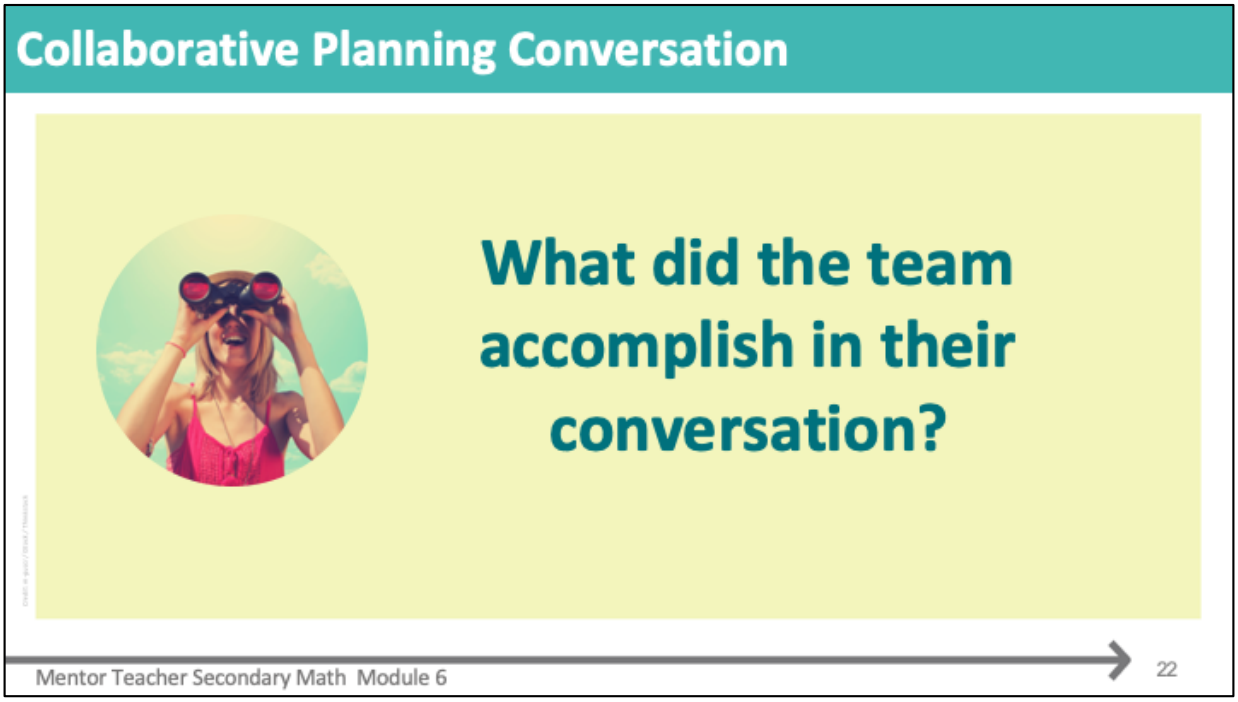
Critical Idea
The Planning Guide is helpful for grade level teams to stay focused on studying standards and planning aligned instruction together.

- ***Facilitator says:***
  - To get a feel for what a Planning Guide conversation looks like, we are going to observe a team of teachers using one portion of the Planning Guide during collaborative planning time. This video will allow you to see how the guide is used in a meaningful way.
  - Take notes as you watch the video regarding the TYPES of discussions observed. They should note what the team is accomplishing through their discussion.
  - There is space to take notes in your handout on page 14.

Words of Wisdom
This is a short clip – the participants won't see every aspect of the conversation, but it gives them a good idea of the professional, focused conversation this process in aims to produce.

Video duration: 6 minutes 30 seconds

- **Facilitator does:** Play the video (https://drive.google.com/open?id=1iBrwmpi6uvM2wX0XdD-iqu3updYK5ZkE)
    - After the video, give participants a minute to gather their thoughts and finish any notes they want to take.

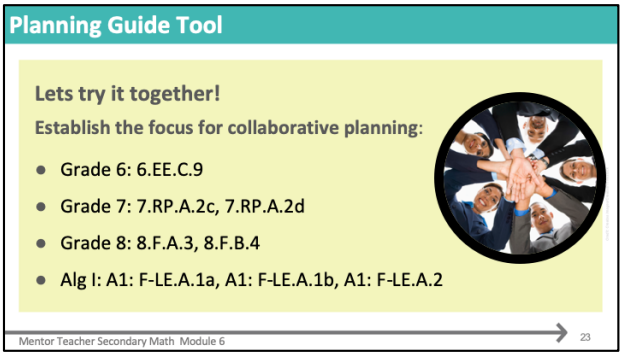


Duration: 4 minutes

Critical Idea
The Planning Guide is helpful for grade level teams to stay focused on studying standards and planning aligned instruction together.

- **Facilitator does:**
  - Have participants discuss in their small groups what they saw in the video, and what they feel the team has accomplished in the video. Ask each table to share their observations. Things the teachers might note:
    - The team is coming to a common understanding of the content, as well as considering rigor and practices.
    - Someone is taking notes!
    - Teachers walk away with a good understanding of the math content, but also of what it looks like for students to do the math.

Words of Wisdom
This was a short clip – the participants didn't see every aspect of the conversation, but it gives them a good idea of the professional, focused conversation this process in aims to produce.



Duration: 5 minutes

Critical Idea
The Planning Guide is helpful for grade level teams to stay focused on studying standards and planning aligned instruction together.

- ***Facilitator says:***
  - Now you will practice using the guide to have a focused conversation about planning. As this is the first time you are participating in this discussion, I will walk you through each step.
  - The first few times you use the conversation guide, the conversation will likely take longer than usual, but with practice your team will be able to move through the conversation more efficiently.

- **Facilitator does:** Point teachers to the section in the guide titled 'Establish the focus for collaborative planning.' Have teachers quickly read over the text in that section.

- **Facilitator says:**
  - Take a minute and read the text in the section "Establish the focus for collaborative planning". **(page 11)**
  - The first step in the in process is to choose or identify the focus standards to study.
  - When you are using the guide with your grade level team or mentee you might choose standards that are coming up in the next EngageNY topic, standards that your team typically sees students struggle with, or standards your team feels need more study.
  - Regardless of you decide to choose standards, keep the number of standards at a manageable level, 1-3 standards.

- **Facilitator says:**
  - Since our focus has been on the big idea, Extending Proportional Reasoning to Functions, we will use the standards from that big idea for today's work. Remember that you explored these standards in the Button Task for your grade level earlier in this session.
  - Note of the grade-level standards you will study today in the first section of the **Planning Guide Tool**.

- **Facilitator says:**
  - You have already spent some time thinking about your focus standards as you engaged with the Button Task earlier. But take a minute to re-read the standard, including the Domain and Cluster heading associated with the standard. Make sure that your group has a common understanding of the content of your focus standards.

Words of Wisdom
- Teachers are still sitting in their grade-level groups. Each grade-level group will be studying a different set of standards.
- Teachers will want to think about how they will record these collaborative conversations.
- Have them make use of any existing planning tools in use at their school or district. There is

also a place in the guide to take notes.

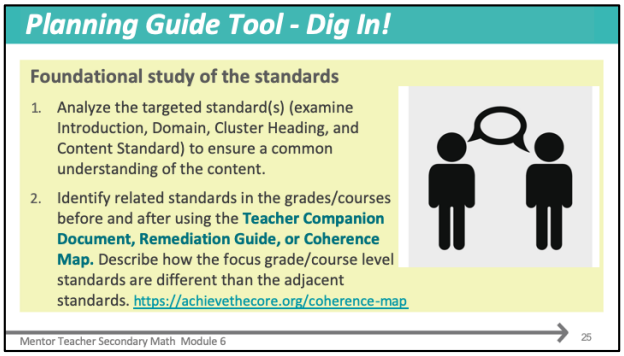
Duration: 3 minutes

- **Facilitator says:**
  - There are several Louisiana planning documents that will help you in this initial study of the standards. We are going to remind you of some of these documents that will be useful as you plan with your team.

- **Facilitator does:**
  - Open the LDOE K-12 Planning Resources page: https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning (A search of "Louisiana K-12 math planning resources" will also take you to the page.)
  - Open one of the Teacher Companion Documents to illustrate what teachers should be looking at on their own laptops or tablets.

- **Facilitator says:**
  - You may want work with a partners. Every teacher does not have to open the document.
  - To begin with, navigate online to the LDOE K-12 Planning Resources page. Download the Teachers' Companion Document for your grade level or course and find your focus standards.
  - Take a minute to look at what this document provides for each standard.
  - How does this document support the discussion your group was just having in coming to a common understanding of the content of your focus standards?"
  - Notice that this document also lists remediation standards as well as grade-level standards taught in advance or concurrent with this standard. These other standards are hyperlinked within this document, so you can easily navigate to read the text of these other standards.

Note: This is likely not the first time the mentors have visited this site. Don't linger here too long or you risk not walking through the process.



Duration: 15 minutes

Critical Idea
The Planning Guide is helpful for grade level teams to stay focused on studying standards and planning aligned instruction together.

- ***Facilitators says:***
  - This slide covers the first two bullets in the Planning Guide process in the **Foundational Study of the Standards section. (page 12)**
  - Now that you have the focus standards for your discussion, you will move into the next section, Foundational study of the standards. Take a moment to read the bullets under the "Purpose" and "Process" heading as well as the "Look-fors."

- **Facilitator does:** Directs teachers to the first bullet under the "Process" heading, which is on the slide.

- **Facilitator does:**
  - Give participants a minute to review the explanation and examples given for their focus standards and refine their understanding of the content.
  - Navigate back to the PowerPoint and
  - **Animate the slide** to show the next step in the process from the Planning Guide.

- **Facilitator says:**
  - You can use this information to help inform your conversation about the 2nd bullet in the process on the Planning Guide.
  - You will now explore the related standards in the grade levels before and after.
  - Ask: *Why would you look at the grades before and after, considering you are not in mixed grade level groups?*

- **Facilitator does:** Call on participants to share with the whole group.
  - Make sure participants are connecting to the vertical alignment work they did in mixed groups in Module 2 as well as to the discussions from earlier in this session when teachers discussed the Buttons Tasks across the grades in mixed grade-level groups.
  - Re-emphasize that it is important for each grade level teacher to know what comes before and after to ensure they understand the boundaries of their own responsibilities and are supporting the coherence developed in the standards.
  - Remind teachers how to access and use coherence maps for grades 6-8. https://achievethecore.org/coherence-map/. These coherence maps will not only show standards that come before the grade level, which could be related to the remediation standards listed in the Teacher Companion Documents, but will also help identify related standards in the grade levels above. Remind Algebra I teachers that they will need to look at the standards for courses after Algebra I on their own to identify related standards as there are no coherence maps for Algebra I.
  - Ensure teachers know the corresponding guiding questions can help guide their conversation on this action item.
  - Give teachers 10 minutes explore the connections to grade levels before and after, and document changes from grade to grade in the notes section on their Planning Guide.

Words of Wisdom
- The teachers may or may not be familiar with the LDOE Planning tools. They did engage with the coherence maps in Module 1, but may still need some help. Be prepared to go to each group to help them navigate to these online. But also, be aware of your time. Don't let connectivity or other technology issues derail this session. At least one member of each group should be able to access the online materials. But if all members cannot get online quickly, encourage group members to stand around the teacher(s) who are connected. It will be important to make sure any teacher who is not able to connect individually is still engaged in the study and conversation.
- The Teacher Companion Document is not the only document that shows the remediation standards. Some teachers may know about the Remediation Guide and want to use it instead. This is fine for the discussion of standards that come before the grade-level focus standards.
- The Teacher Companion Documents have the same information as the Remediation Guides but also have information about the grade level standard itself and the components of rigor, which will be addressed in the next section. So, the Teacher Companion Document has all of the information from both the Remediation Guide and the Rigor Documents in one place. Make sure teachers realize that the Teacher Companion Document has links within it to the language of related standards.
- Keep a close look at time during this section.

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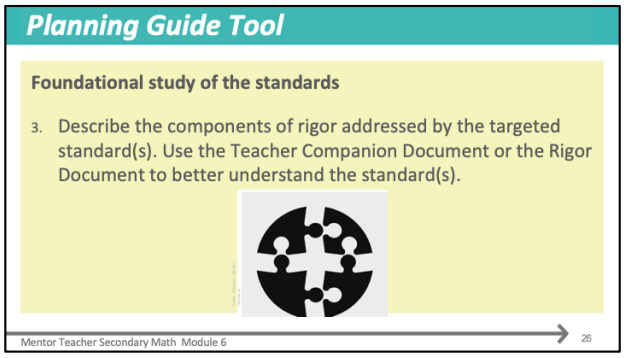


Duration: 8 minutes

Critical Idea

The Planning Guide is helpful for grade level teams to stay focused on studying standards and planning aligned instruction together.

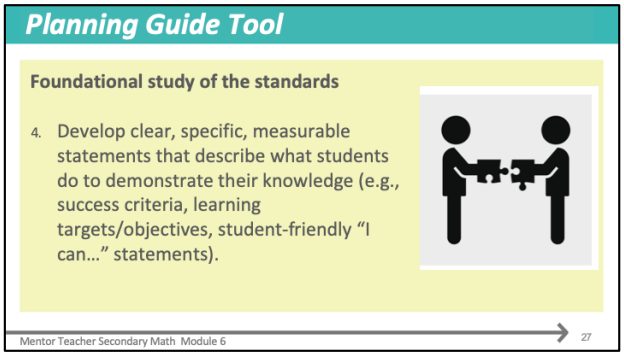
- ***Facilitator says:***
  - This slide covers the third bullet in the Planning Guide process in the Foundational Study of the Standards section.
  - Now that you have a good idea of the content you are responsible for at your grade level and how it fits in with the grade levels around you, you will move into thinking about how to ensure you are meeting the expectations for rigorous instruction.
  - We are now looking at the third bullet under the process heading of the Planning Guide around the Foundation Study of the Standards. What components of rigor do you think should be attended to while addressing the content of your focus standards?

- **Facilitator says:**
  - Notice that the Teacher Companion Document lists the component(s) of rigor that might be addressed by the standard.
  - Review what is listed in the companion document for your focus standards and discuss as a group. How do the focus standards address the components of rigor listed in the Companion Document?

- **Facilitator does:**
  - Point the teachers back to the Teacher Companion Documents they downloaded from the LDOE K-12 Planning Tools website.
  - Make sure groups are taking notes on the Planning Guide in the notes section to document their conversations about rigor in the standards.

Words of Wisdom

The conversation in this section might be surface level early in the year. Push them to think deeper, and know that their conversations will evolve over the year.



Duration: 10 minutes

Critical Idea
The Planning Guide is helpful for grade level teams to stay focused on studying standards and planning aligned instruction together.

- ***Facilitator says:***
  - This slide covers bullet 4, the Foundational Study of the Standards section.
  - Based on the study you have conducted of content and rigor, you will next draft some statements that describe how students will demonstrate their learning and knowledge of your grade level standards. These statements should be student-facing statements, and should be written in student-friendly language, while balancing the precision of language used in the standards, and be specific and measurable. Students should be able to evaluate their own understanding of the content based on these statements. You as a teacher should also be able to use these statements to determine if students have mastered the content.

  - Some examples for the standards in each grade level include the following. Note that this is not an exhaustive list.
    - **6-EE.C.9:** I can write an equation using variables that represents the relationship between two quantities in a real-world situation.
    - **7-RP.A.2c:** I can write an equation to represent a proportional relationship from words, tables, or graphs.
    - **8-F.B.4:** I can interpret the rate of change of a linear function in terms of the situation it models.
    - **F-LE.A.2**: I can write an exponential function from a graph, a verbal description, or a table.

- **Facilitator does:**
  - Give participants 7 minutes to consider all of the learning from steps 1-3 of the process.
  - Push participants to write statements that are specific and would produce measurable actions by students.
  - Make sure groups document their statements in the Notes section of the Planning Guide.

Words of Wisdom
Even though the EngageNY lessons provide learning objectives by lesson, writing the "I can" statements is helpful for teachers to summarize their learning from their in-depth study of their focus standards for a lesson and will help them to better analyze the objectives in EngageNY when they encounter them.

Instructional strategies image:
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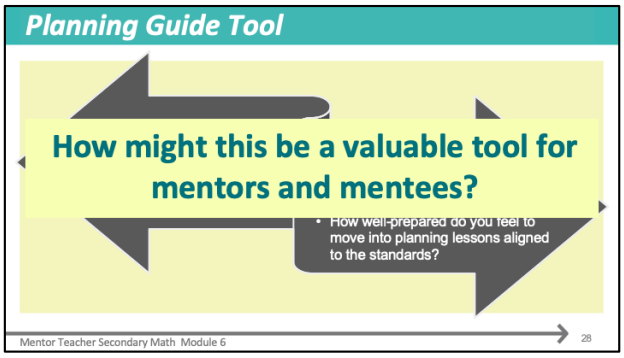


Duration: 8 minutes

Critical Idea
The Planning Guide is helpful for grade-level teams to stay focused on studying standards and planning aligned instruction together.

- ***Facilitator says:***
  - Spend the next few minutes reflecting on the Planning Guide conversation experience. Note your reflections on **page 14** in your handout.
  - Now that you have used the first part of the Planning Guide to collaboratively study certain grade-level standards, let's reflect on this experience.
  - Find a partner from a different grade level and reflect on the first question on the slide.
  - Take your Planning Guide, stand up and make eye contact with a person from another grade-level team, and talk about the question on the left for 2 minutes.

- **Facilitator does:** After 2 minutes are up, **Animate the slide** and get participants' attention.

- **Facilitator says:**
  - Now turn to the third page of the Planning Guide and look at the "Bridge to Lesson Planning" section of the guide.
  - Talk for 2 minutes about the questions on the right side of the slide to discuss the final part of the planning process.
  - Where do you think this conversation is headed and how prepared do you feel to bridge the planning you have done, which was to engage in foundational study of the standards with your grade level team, to your resources after?"

- **Facilitator does:**
  - After 2 minutes, have two or three groups share out key points from their conversation.
  - **Animate the slide** to revel one final question: **How might this be a valuable tool for mentors and mentees?**
  - Invite responses from the group

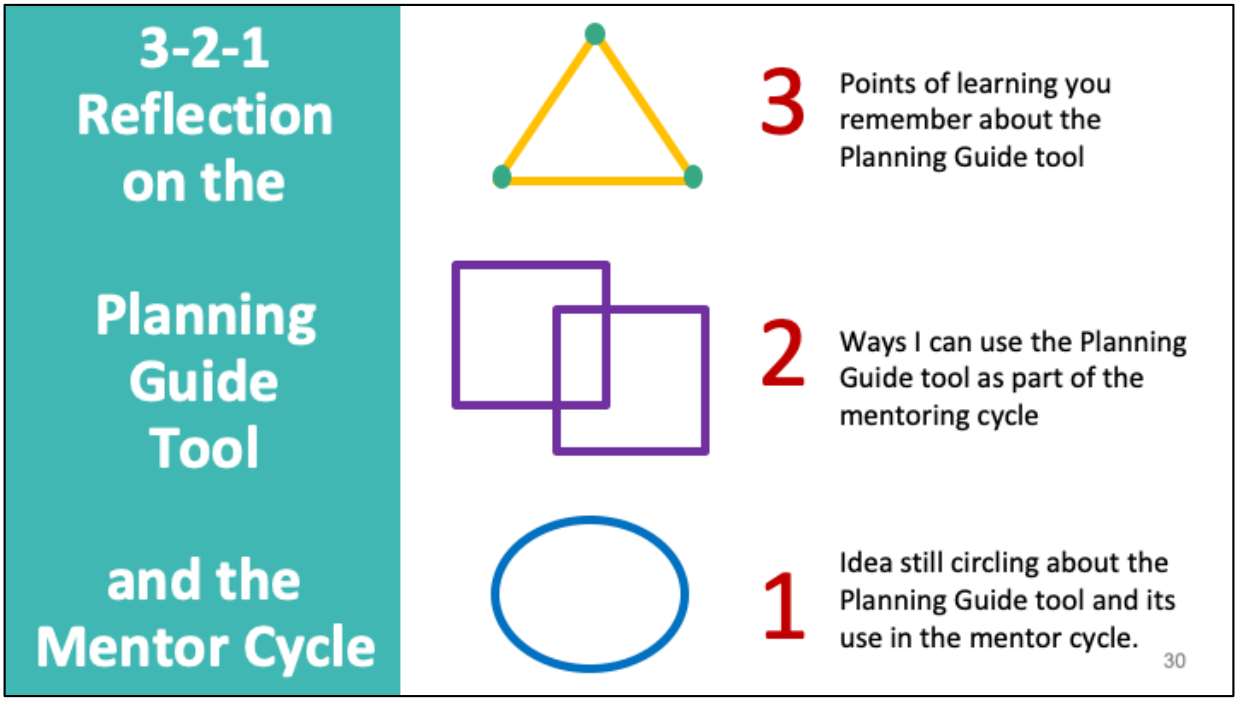
- **Facilitator says:** Thank you for collaborating in the Foundational Study of the Standards.

- **Facilitator does:**
  - Have participants return to their seats.
  - Revisit any "wonderings" about this process from earlier in the session.

- **Facilitator says:**
  - After the break, we will move on to the Bridge to Lesson Planning part of the process.

Words of Wisdom
This is a quick reflection that is intended to be a preview of the Bridge to Lesson Planning portion of the guide that will be used in later in the module.

- **Duration**: 10-15 minutes

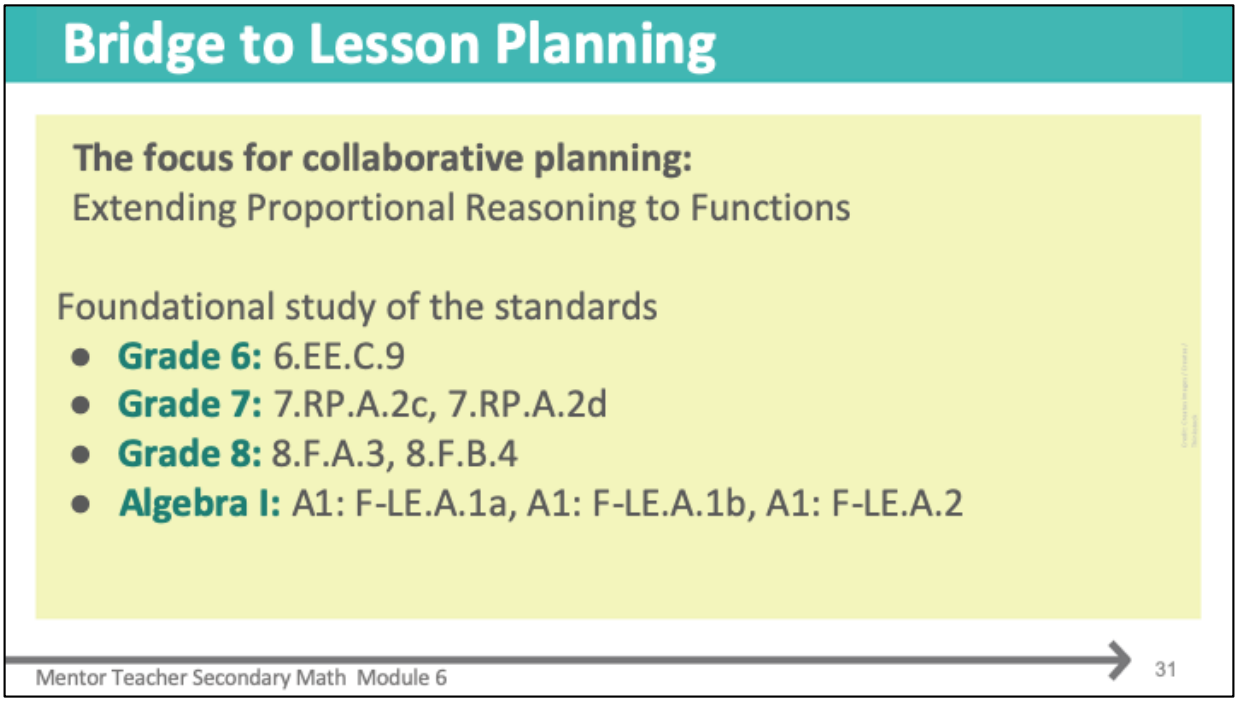


Duration: 5 minutes

Critical Idea
This activity is meant to refresh participants' learning about the Planning Guide process. It is not meant to surface learning about the content standards related to proportional reasoning and functions.

- ***Facilitator says:***
  - Think back through the complete Planning Guide process. Turn to **page 17 in your handou**t.
  - In the space provided complete the 3-2-1 prompts about the Planning Guide. Your responses should reinforce your learning about the general purpose and process for using the Planning guide – especially in your role as a mentor
- After time is up, call on 2-3 participants to share their responses to the 3-2-1 prompts.
- Summarize the slide. Say," The Planning Guide provides a structure for collaborative planning that is grounded in understanding of the LSSM. It is designed to help educators purposefully plan meaningful experiences in mathematics for students, and provides a regular, ongoing collaborative planning process focused on the curricular resource materials."

- ***Words of Wisdom***
- It is important to tell participants their 3-2-1 prompt responses should be about the general purpose and process of the Planning Guide, not about their specific study of content standards related to proportional reasoning and functions.

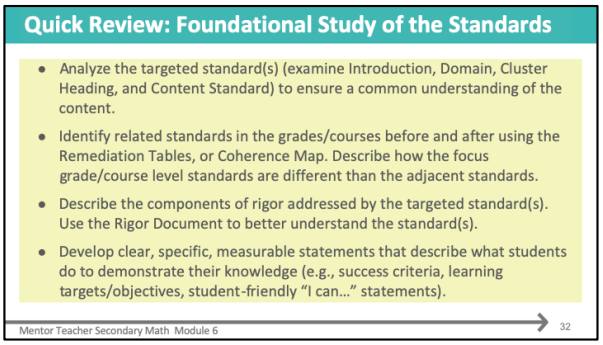


Duration: 1 minute

Critical Idea
This slide and the next slide review the process used in before the break to complete the first part of the Planning Guide, the foundational study of the standards.

- ***Facilitator says:***
  - Before break we introduced the Planning Guide and you used this conversation guide to complete a study of the LSSM for your grade level related to proportional reasoning and functions. The Planning Guide supports a process for grade-level teams to collaboratively study standards and analyze resource materials to ensure instruction is aligned to the standards. The Planning Guide can be used for any set of standards at any grade level.
  - Remember, the first few times you use this conversation guide, it will likely take longer than indicated, but with practice you will get more comfortable with the conversation and resources you need, and will be able to move faster.
  - Now we will connect the conversation you've had thus far to purposefully plan instruction to an EngageNY resources. Before we do, let's review the parts of the Planning Guide

Words of Wisdom
It is important to emphasize the Planning Guide supports a process for grade-level teams to collaboratively study standards and analyze resource materials to ensure instruction is aligned to the standards. The Planning Guide can be used for any set of standards at any grade level.



Duration: 1 minutes

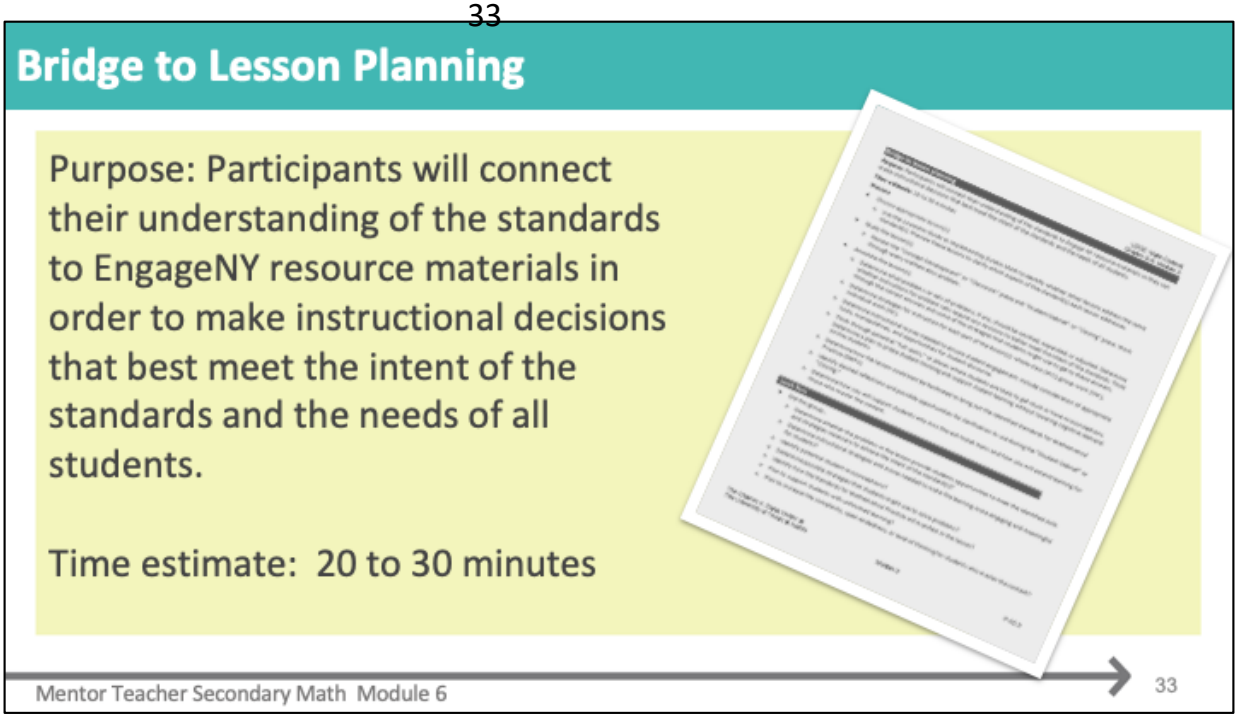
Critical Idea
This slide and the previous slide reviews the first part of the Planning Guide, foundational study of the standards.

- **Facilitator says:**
  - Recall the first step in the process is to choose focus standards to study. When you are using the tool with your team, you might choose standards that are coming up in the next lesson or unit, or you might choose standards that the team typically sees students struggle with. Whatever you decide, be sure the team agrees on the standards to study.
  - Let's quickly review the steps in this process. Look at page 2 of the Planning Guide: Foundational Study of the Standards.
  - Remember, the purpose of this section is to collaboratively deepen your understanding of what students should know and be able to do based on the standards.
  - This section should only take about 15 minutes to complete once you get used to the process.

  - There are four main steps to this process

- **Facilitator <u>animates the slide (for each step)</u> and says:**
  - First, you analyzed the targeted standards to come to a common understanding of the content. As a group, you analyzed all parts of the standards, including the domain and cluster headings.
  - Then, you identified related standards that aligned before and after the target standards. The Remediation Guides and Teacher Companion Documents on Louisiana Believes were helpful resources for identifying related standards.
  - Next, as a group you described the components of rigor addressed by the target standards, using the Rigor Documents or Teacher Companion Documents from Louisiana Believes.
  - Finally, based on your common understanding of the standards, you developed clear, specific, measurable statements that described what students should do to demonstrate their knowledge.
  - This should all take approximately 15 minutes.

Words of Wisdom
This slide serves as a quick review of the process participants completed before the break



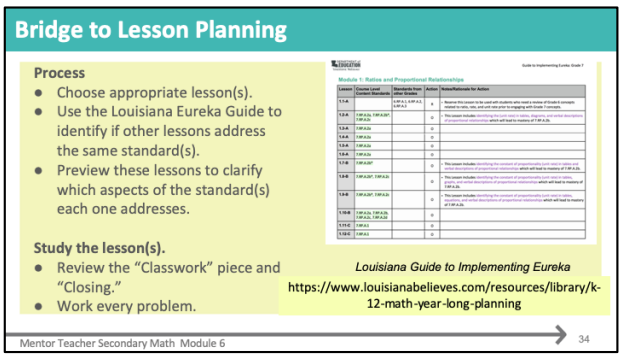
Duration: 5 minutes

Critical Idea
It is important to use our deep study of the standards and apply the implications for instruction to help us make informed decisions about the resource materials that we use in our classrooms.

- **Facilitator says:**
  - Now, we will introduce the second part of this tool.
  - Locate the third page of **Planning Guide** on **page 13 in your handout**. This section is called "Bridge to Lesson Planning."
  - Please take 2 minutes to read over the page and familiarize yourself to this part of the conversation.

- After 2 minutes have passed, **Facilitator animates the slide and says**:
  - Notice the purpose of this section is to connect your understanding of the standards to the Engage NY resource materials.
  - You will also notice this part is the practical application of the conversation guide and should take the most time, about 20 to 30 minutes.
  - At first glance, the process itself has many steps but many of these can be done prior to the collaborative planning session.
  - Since this is the first time you are using this part of the conversation guide, I will walk you through it step by step to familiarize you with the process. Before we get into the process, let's give some context to this part of the conversation.

Words of Wisdom
This part of the process is not intended to be yet another thing for teachers to do. The Bridge to Lesson Planning should be viewed as a way to connect deep study of the standards to instructional decisions about the EngageNY resources.



Duration 15 minutes:

Critical Idea
This slide clarifies steps that participants can take prior to the Bridge to Lesson Planning part of the conversation that can make collaborative planning time focused on annotating EngageNY lessons related to the foundational study of the standards.

- ***Facilitator says:*** Let's look at the first step of the process.
  - **Animate the slide and say**: The first step is to select lessons using the *Louisiana Guide to Implementing Eureka* on the Louisiana Believes K-12 planning resources website.
  - We already selected your standards in the previous section of the conversation. Now, you will use the *Louisiana Guide to Implementing Eureka* to locate the Eureka lessons that address the specific standards discussed in your foundational study of the standards.
  - You may find there are several lessons that address the same standard. This usually means each lesson addresses a different part of the standard(s) or the lessons scaffold the learning for that standard.
  - Typically you would preview all of the lessons that address the standard(s) in order to be familiar with how EngageNY is approaching the learning and when certain parts of the standard(s) are introduced.
  - For the purpose of our learning today, we have already selected one lesson for each grade level.

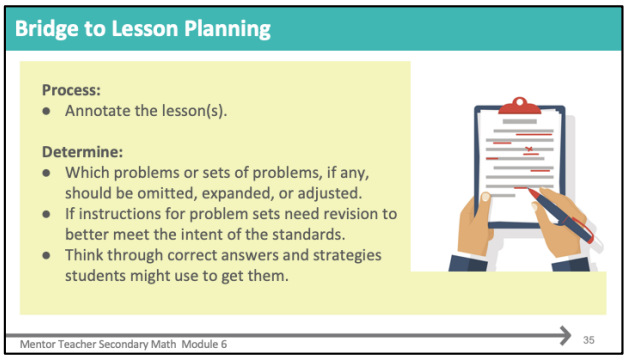
- **Facilitator does:**
  - Allow 5 minutes for participants to explore the Louisiana Believes K-12 planning resources website.
  - While they are working, circulate around the room and assist participants with navigating to the *Louisiana Guide to Implementing Eureka* on the Louisiana Believes K-12 planning resources website.

- **Facilitator distributes** EngageNY lesson to each grade level
  - Grade 6: Module 4, Lesson 32 (6.EE.C.9)
  - Grade 7: Module 4, Lesson 7 (7.RP.2c)
  - Grade 8: Module 5, Lesson 8 (8.F.A.3)
  - Alg 1: Module 3, Lesson 22 (A1_F-LE.A.2)

- **Facilitator animates the slide and says:**
  - Now that you have the lesson you will be discussing, the next step is to study the lesson(s) by reviewing all of the lesson components and working out the problems to ensure they meet the rigor of the standards.
  - Take the next 10 minutes to study and the lesson with your grade-level group.

- After 10 minutes, **Facilitator says**:
  - The process we just completed is an example of steps that can be done prior to the collaborative planning session. By coming to planning ready to discuss the lesson, it will speed up the process significantly.

Words of Wisdom
Depending on how familiar your group of participants are with the Louisiana Believes K-12 planning resources website, you may find it beneficial to model navigating to each resource and how the resources can be useful throughout the Bridge to Lesson Planning process.



Duration: 8 minutes

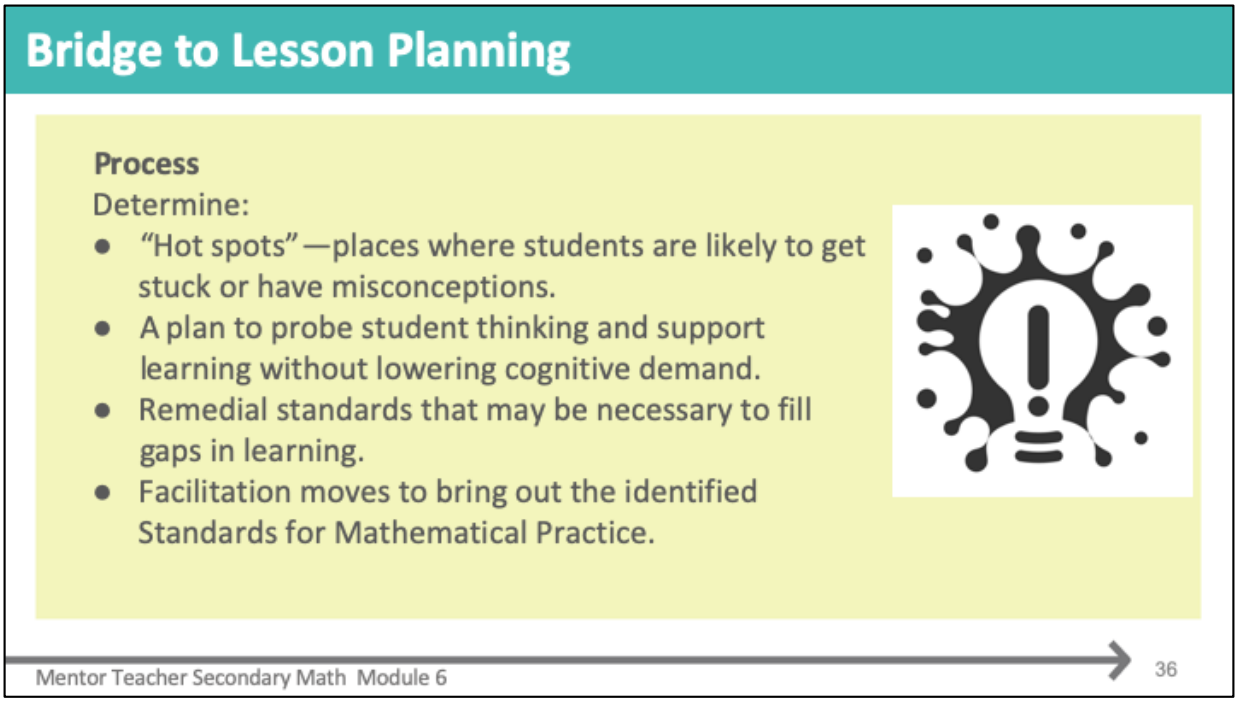
Critical Idea
The foundational study of the standards is critical to connecting to the EngageNY resource materials. Well-thought out instructional decisions must be made to best meet the intent of the standards and the needs of all students.

- ***Facilitator says:***
  - The next step is where you will discuss the parts of the lesson that should be annotated in order to better meet the intent of the standards. This is where your foundational study of the standards plays a critical role in the conversation.
  - It is important to note that EngageNY designs every part of their lessons intentionally and therefore making adjustments to the lesson should be done with caution and for good reason.
  - Some examples of when it might be appropriate to annotate the lesson would be:
    - Problem sets clearly ask for the students to use the standard algorithm and that is not the focus of the standard.
    - Instructions are not clear and need to be expanded on.
    - The structure of the lesson does not allow for student discourse and you feel this would be a benefit for your students.
  - This is also a good time for you to work with your grade-level team to anticipate ways students might respond to various parts of the lesson."
  - Take 5 minutes to discuss your lesson and identify if there are any appropriate places that need annotating.

- **Facilitator does**:
  - Circulate around the room and listen in on the conversations and observing annotations.
  - Allow 5 minutes for teams to analyze and discuss the lesson.

- **Facilitator ask 2 or 3 participants share. Say**:
  - Did anyone find a part of their lesson that would either need to be annotated to better meet the intent of the standard(s)?

Words of Wisdom
While groups are discussing, circulate around the room and listen in on the conversations. It is important that teachers are not annotating portions of the lesson without good reason. **Time and difficulty are not necessarily good reasons for omitting a problem or sets of problems**.



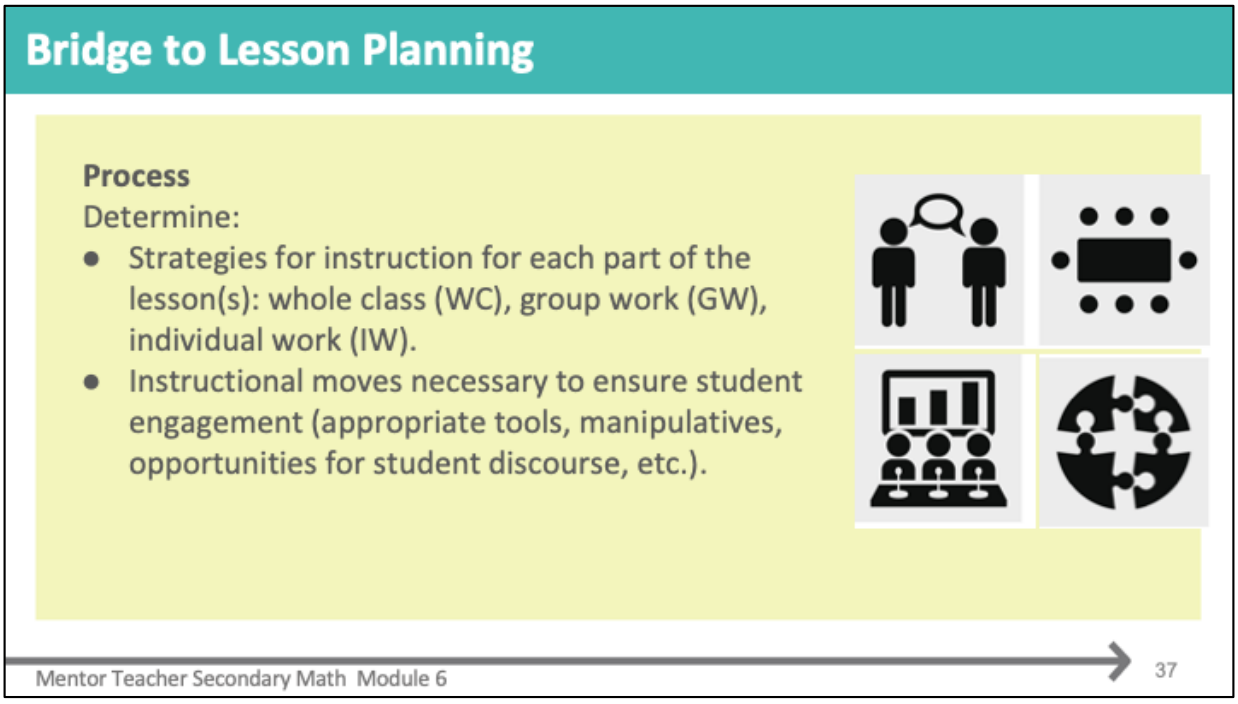
Duration: 8 minutes

Critical Idea
It is important for teachers to consider "hot spots" in a lesson and plan possible ways to help students reason through any misconceptions.

- ***Facilitator says:***
  - The next step is the point in the planning process where you will identify "hot spots" in the lesson and plan possible probing questions to help your students through the hot spots.
  - Recall, in Module 4 we discussed anticipating student responses as a one of the five practices of productive discourse. This is an example of the work you will do in this part of the planning process that directly supports preparation for classroom discourse.
  - Take 5-7 minutes and identify "hot spots" and think about how you anticipate students might respond. Plan a few probing questions to help students reason through those spots.

- **Facilitator** allows 5-7 minutes for for groups to discuss, then **animates the slide and says:**
  - This step is referencing the specific Standards for Mathematical Practice that are called out in each lesson.
  - It is important to understand the intent behind the practice standards in order to more fully understand how to facilitate these sections.

Words of Wisdom
While groups are discussing, circulate around the room and listen to the conversations.



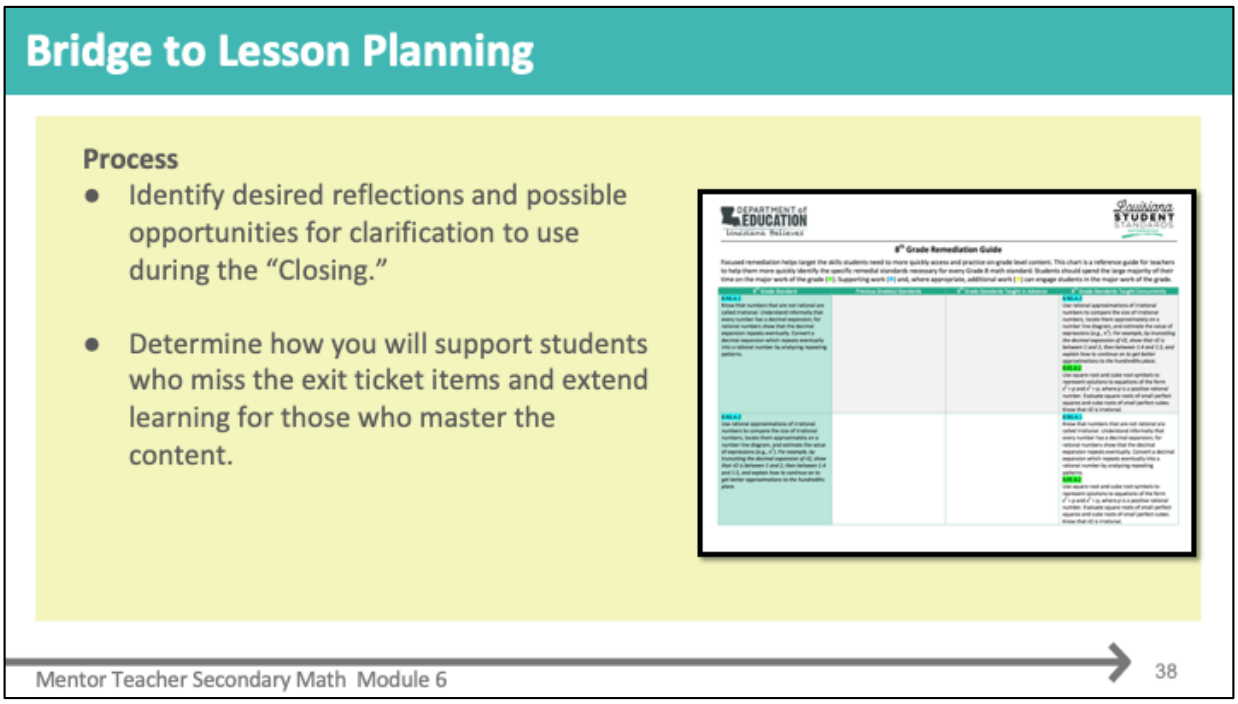
Duration: 8 minutes

Critical Idea
Purposeful planning includes thinking through instructional moves that will support student engagement in the content.

- ***Facilitator says:***
  - The next two steps in the process focus on thinking through specific instructional moves.
  - Engage NY lessons are written, for the most part, as whole group lessons with specific teacher to student interactions.
  - This is done in order to illustrate the specific steps to a strategy and to provide you with the ideal answers from your students.
  - This does not necessarily mean that all lessons should be facilitated this way.
  - You may find that certain lessons may benefit from a small group format, in pairs, or allowing students to work independently.
  - You may also feel your students would benefit from the use of manipulatives or technology that are not necessarily called for in the lesson.
  - Take 5 minutes to talk through the lesson with your groups and discuss what instructional moves may enhance the facilitation of the lesson.

- **Facilitator allows** 5 minutes for groups to discuss before transitioning to the next slide.

Words of Wisdom
While groups are discussing, circulate around the room and listen to the conversations. Provide support when needed

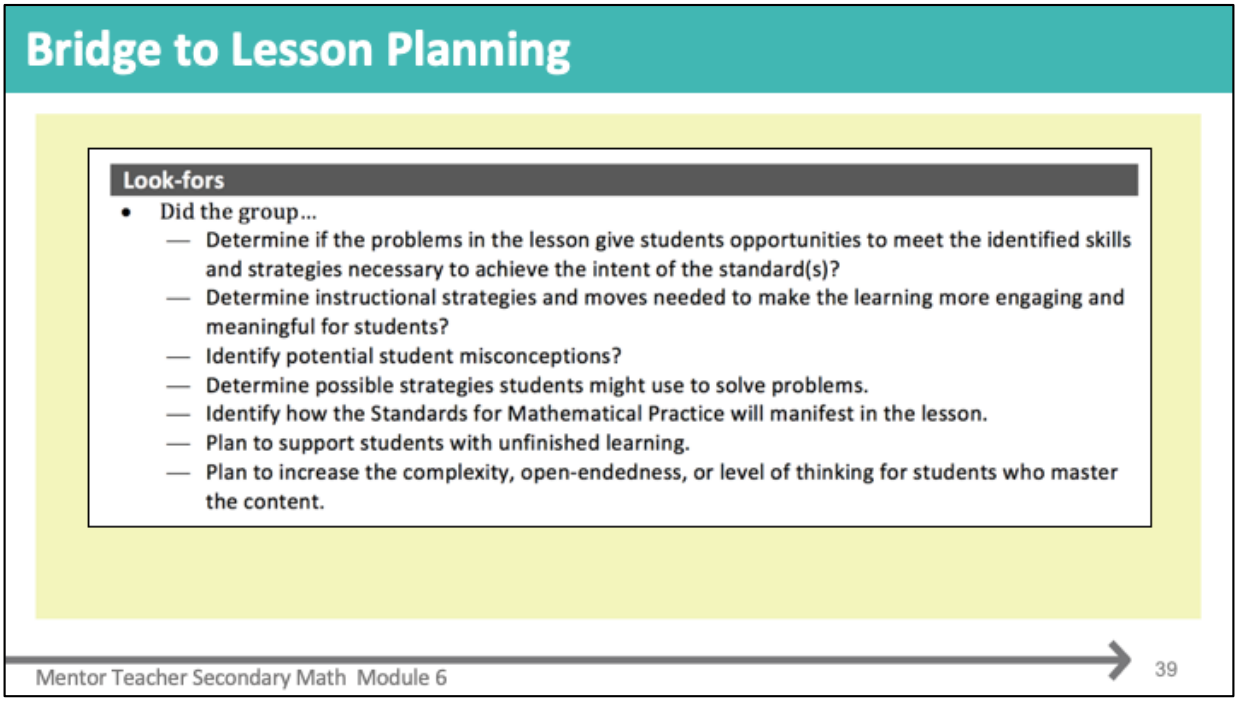


Duration: 8 minutes

Critical Idea
The final two steps of the Bridge to Lesson Planning portion of the conversation is focused on remediation of student learning.

- ***Facilitator says:***
  - The final two steps are intended for you to think about remediation.
  - The student debrief and exit ticket in each lesson are perfect opportunities to identify misconceptions students may still have after the lesson.
  - Once a misconception has been identified, it is important to consider how to address it.
  - The Remediation Guides on the Louisiana Believes K-12 planning resources website, are perfect for identifying related and prerequisite standards that could help you determine gaps in learning that may lead to possible misconceptions.
  - During planning, it is important to take time to look at these related and prerequisite standards so that you are prepared to address the gaps and misconceptions as they arise in the classroom.
  - Take 5 minutes to locate the Remediation Guide for your grade level on the Louisiana Believes K-12 planning resources website and discuss how the related and prerequisite standards help support student misconceptions in the student debrief and exit ticket of the lesson plan.

- **Facilitator allows** 5 minutes for participants to discuss before transitioning to the next slide.



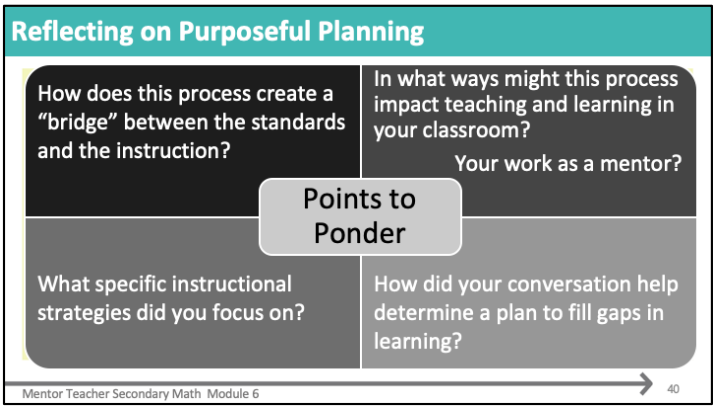
Duration: 3 minutes

Critical Point
The Look-fors list on the Planning Guide help focus collaborative planning on understanding of the LSSM and ensuring instruction aligns to the intent of the standards and the needs of all students.

- ***Facilitator says:***
  - Just like in the other parts of this conversation guide, there is a set of 'Look-fors' at the bottom of the page to help focus your conversation.
  - Take 2 minutes to read over the 'look-fors'

- **Facilitator allows** 2 minutes for participants to read and then transitions to the next slide.

Words of Wisdom
This slide should be quick. Do not spend too much time here.



Duration: 10 minutes

Critical Idea
It is important to connect the foundational study of the standards to the Bridge to Lesson Planning portion of the conversation to make informed decisions about the EngageNY resource materials.

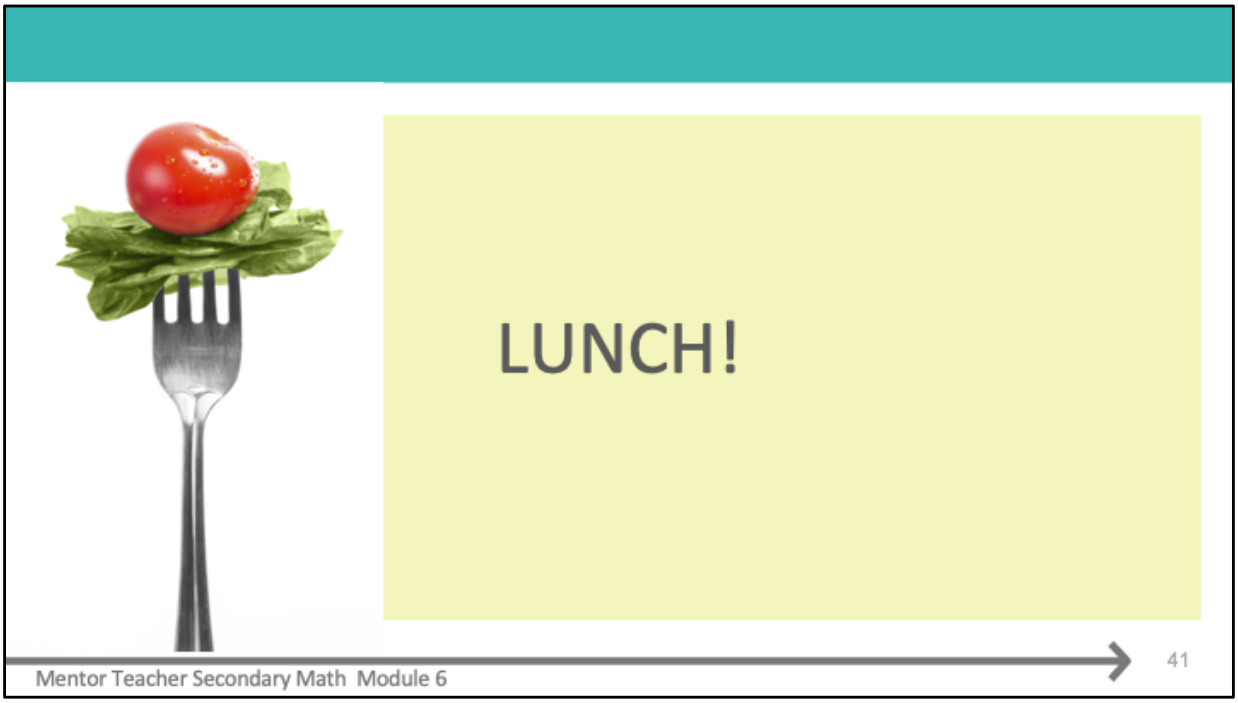
- ***Facilitator says:***
  - Read the questions on the slide and on **page 18 in your handout**. Take a few moments to individually reflect. (2 minutes)

- **Facilitator says:**
  - Please stand and form triads with two people from different groups. (once groups are formed, give next directions)
  - You have 4 minutes to discuss these questions with those in your triad. Choose one representative from your group to be prepared to share a few of your conversation points.

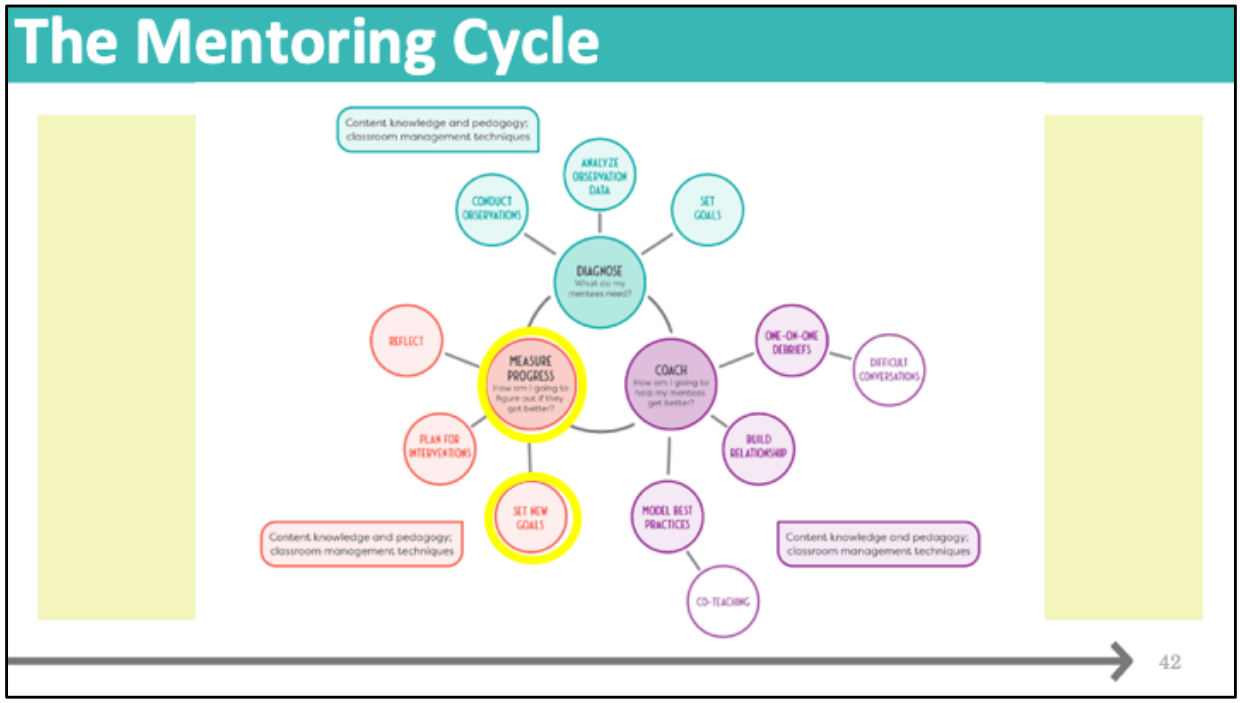
- After 4 minutes, **Facilitator calls on the representatives from each group to share** a few of their conversation points.

- **Facilitator summarizes, saying:**
  - Our job as teachers is to provide students with rich learning experiences that give them opportunities to engage in meaningful mathematics and that help prepare them for college and career. Collaborative conversations with your colleagues can help you gain a deeper understanding of the intent of the standards and purposefully plan instruction that meets the needs of your students.
  - Ask participants to return to their original seats.

Words of Wisdom
Don't rush this conversation—it is pivotal for participants to make sense of the learning in Session 3.

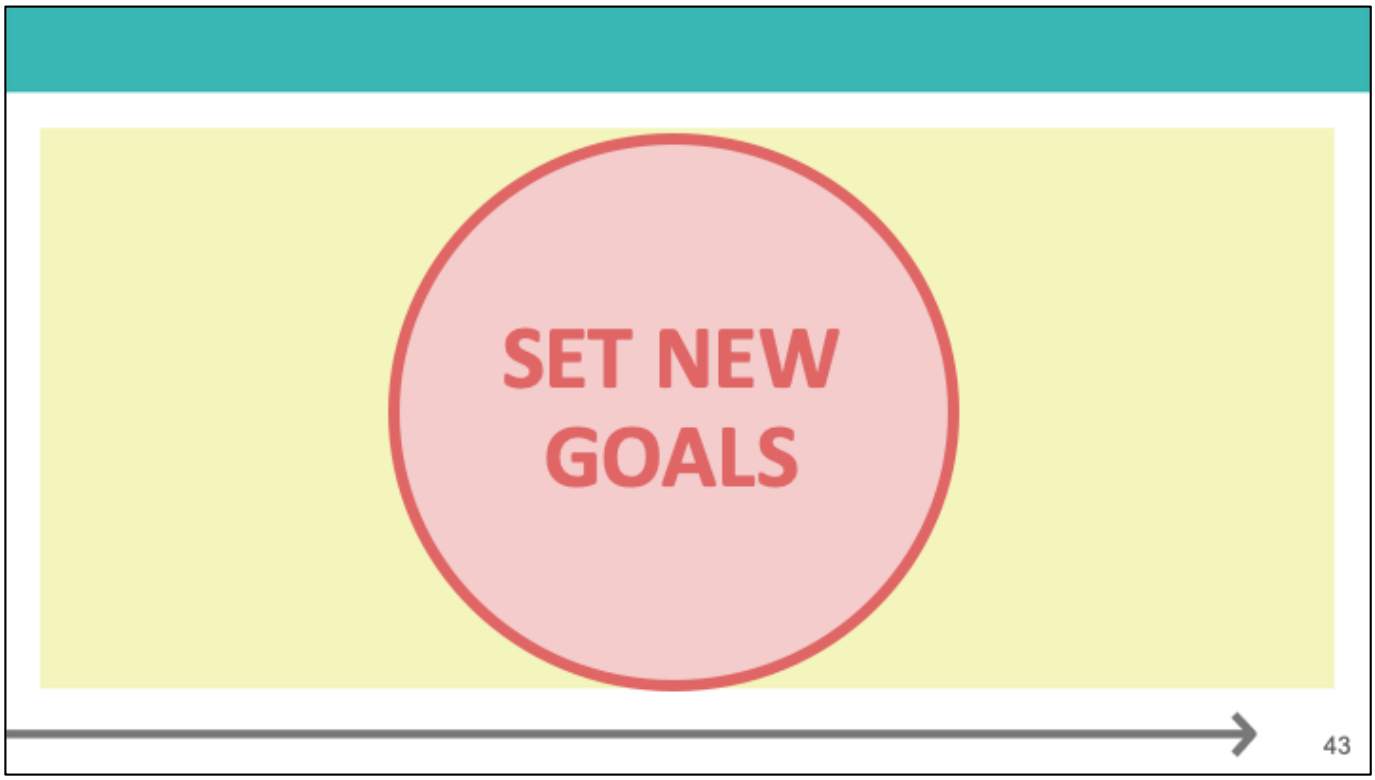


- **Duration:** 45 minutes



- **Duration:** 30 seconds

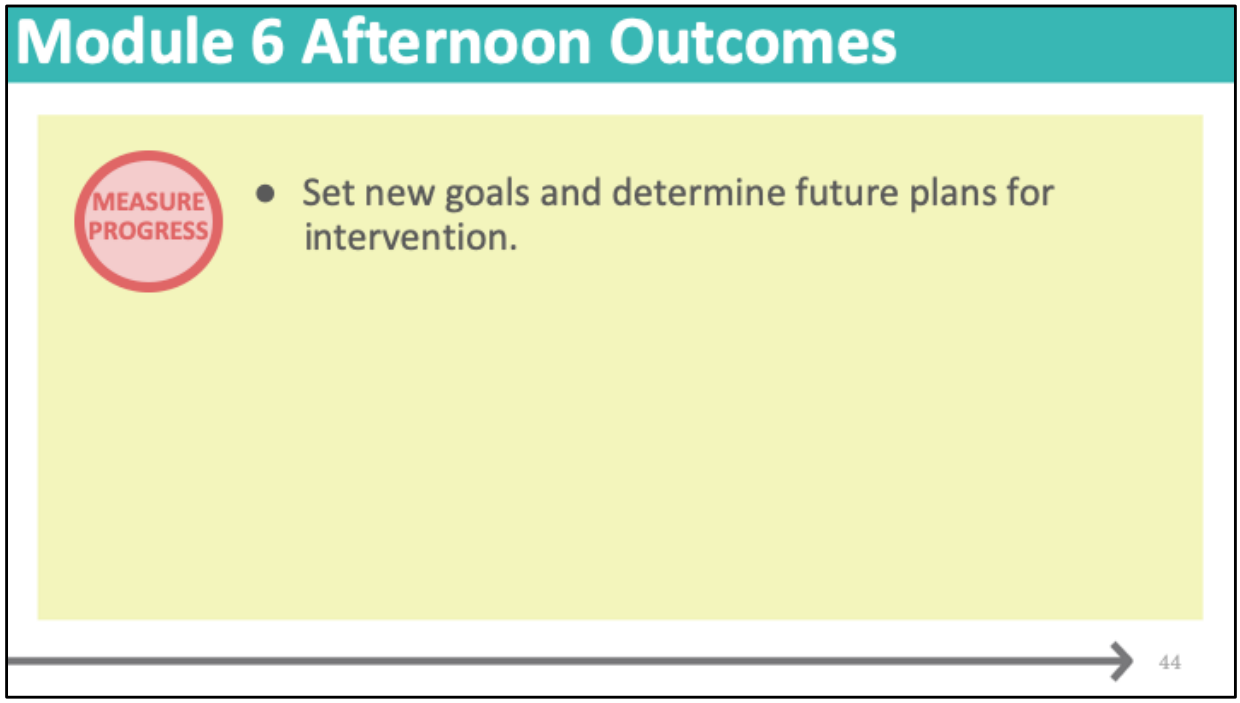
- **Facilitator says:** Here is where Set New Goals falls in our mentor cycle visual - it is part of the measure progress section and helps us answer the questions, “How am I going to figure out if they got better?” and “What should we work on next?”



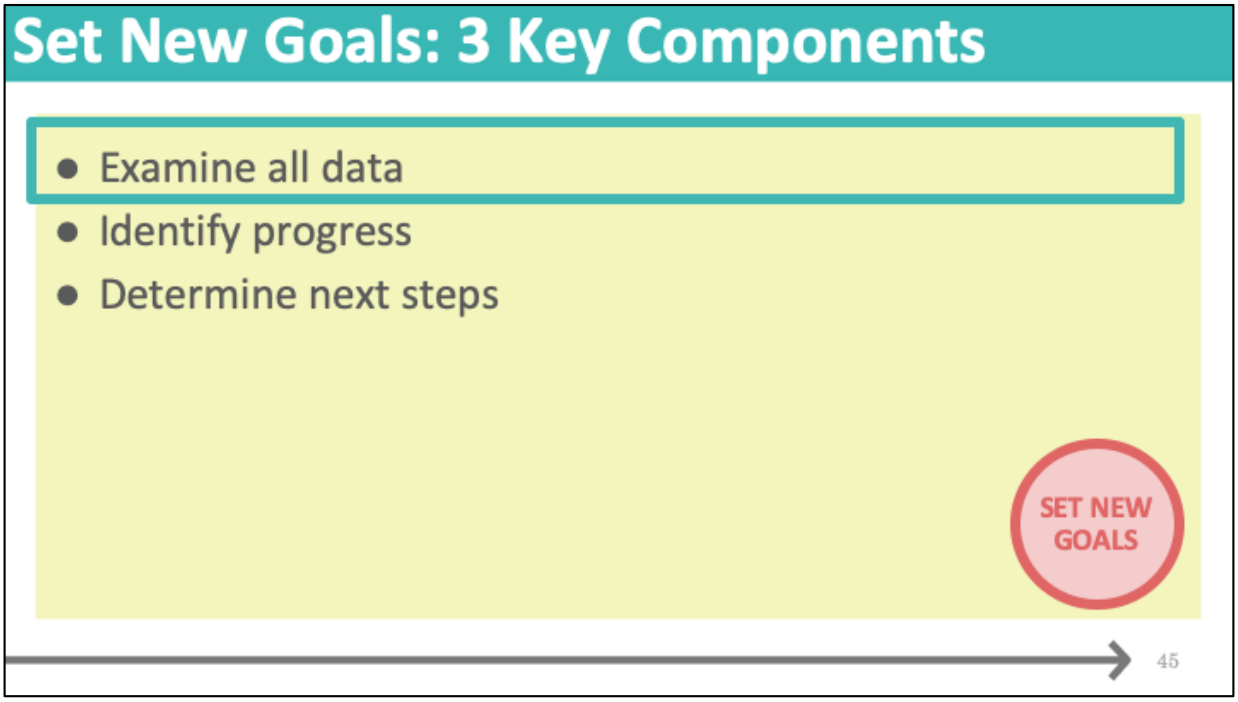
SECTION START TIME: 12:30 (after lunch)

- **Duration**: 30 seconds

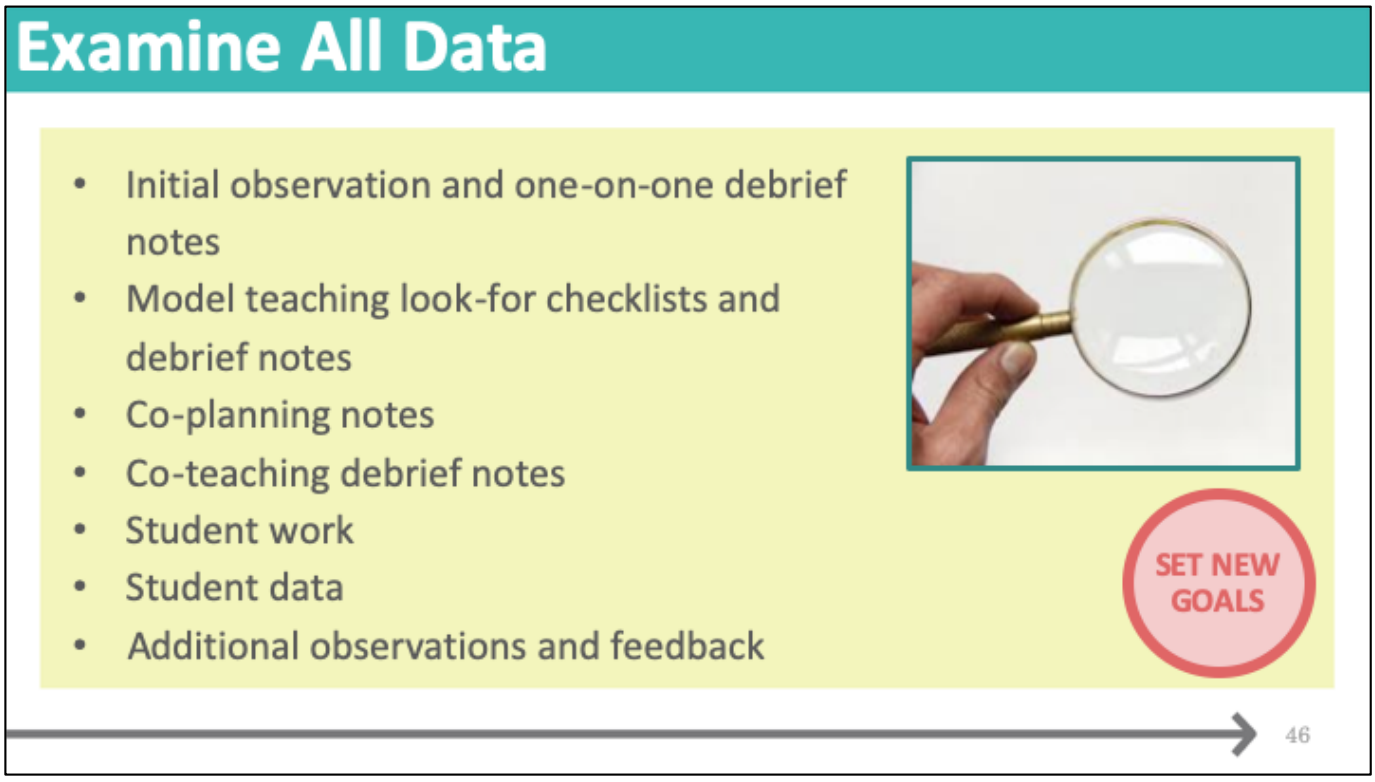
- **Facilitator says**: We are moving along in our mentor cycle to the measure progress section. In modules 4 and 5 we discussed planning for two types of interventions - model teaching and co-teaching - as two ways to support your mentees in meeting their SMART goals. The next step in this process is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



- **Duration:** 30 seconds
- **Facilitator says:** This is our outcome focus for this afternoon.



- **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.



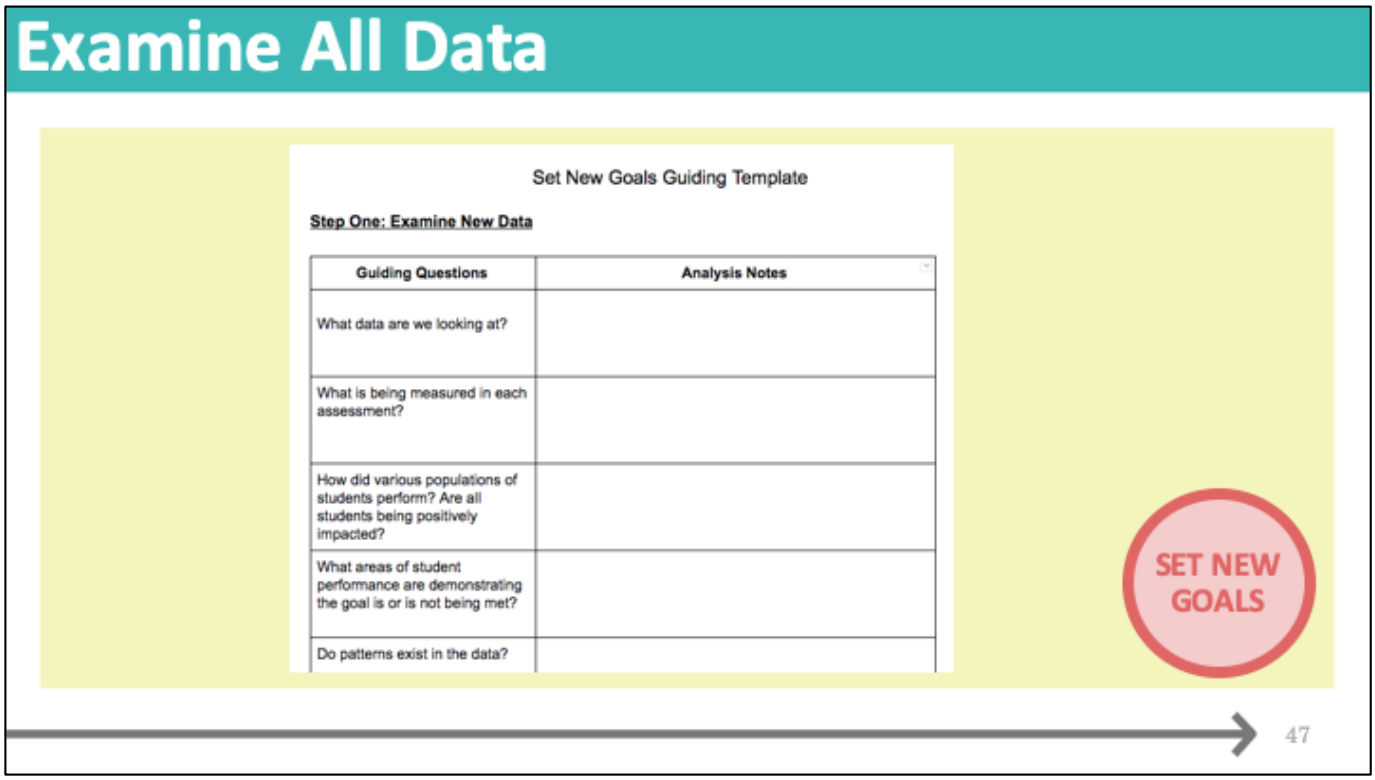
- **Duration:** 5 minutes

- **Facilitator says:** This first component to setting new goals is not a new skill. We have analyzed data many times during our mentor cycle. However, we may have been focusing solely on one piece of data such as the initial observation data or debrief notes. During set new goals you look at the whole picture of your work thus far with your mentee. Imagine that at this point in the cycle you have been working for several weeks or months with your mentee on their SMART goal. You will "check in" with your mentees on progress toward meeting their goals. Prior to that check in, you will want to look at all the data you've collected since that initial observation. This data could include any or all of the following.

- **Facilitator does:** Read through the different types of data listed on the slide. After reviewing the slide, pose the question to participants if there are any other data sources they could see using at this point and share those ideas out with the whole group.

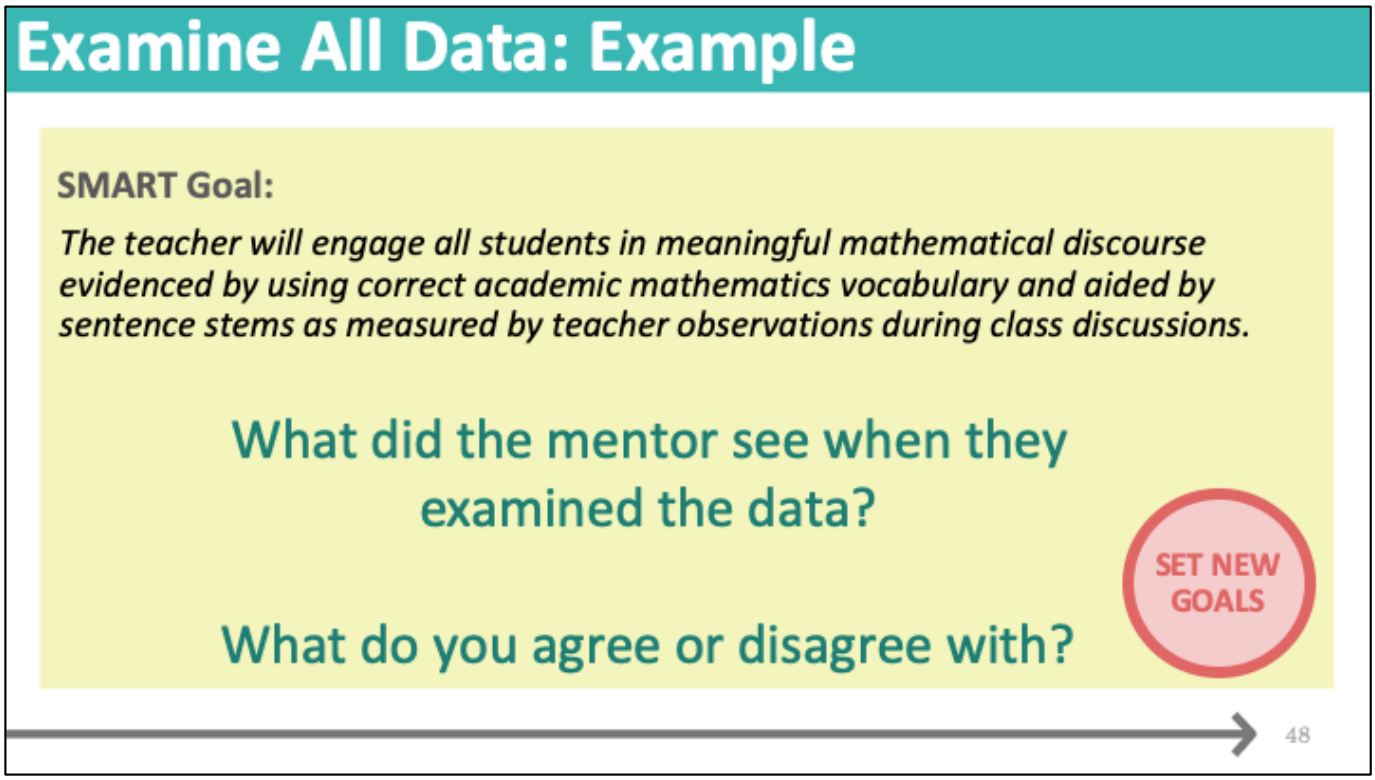
- **Facilitator says:** To practice this part of the mentor cycle we are going to use a scenario. This scenario will support our work throughout all three components of the Set New Goals part of the mentor cycle. You will be given

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



- **Duration:** 2 minutes

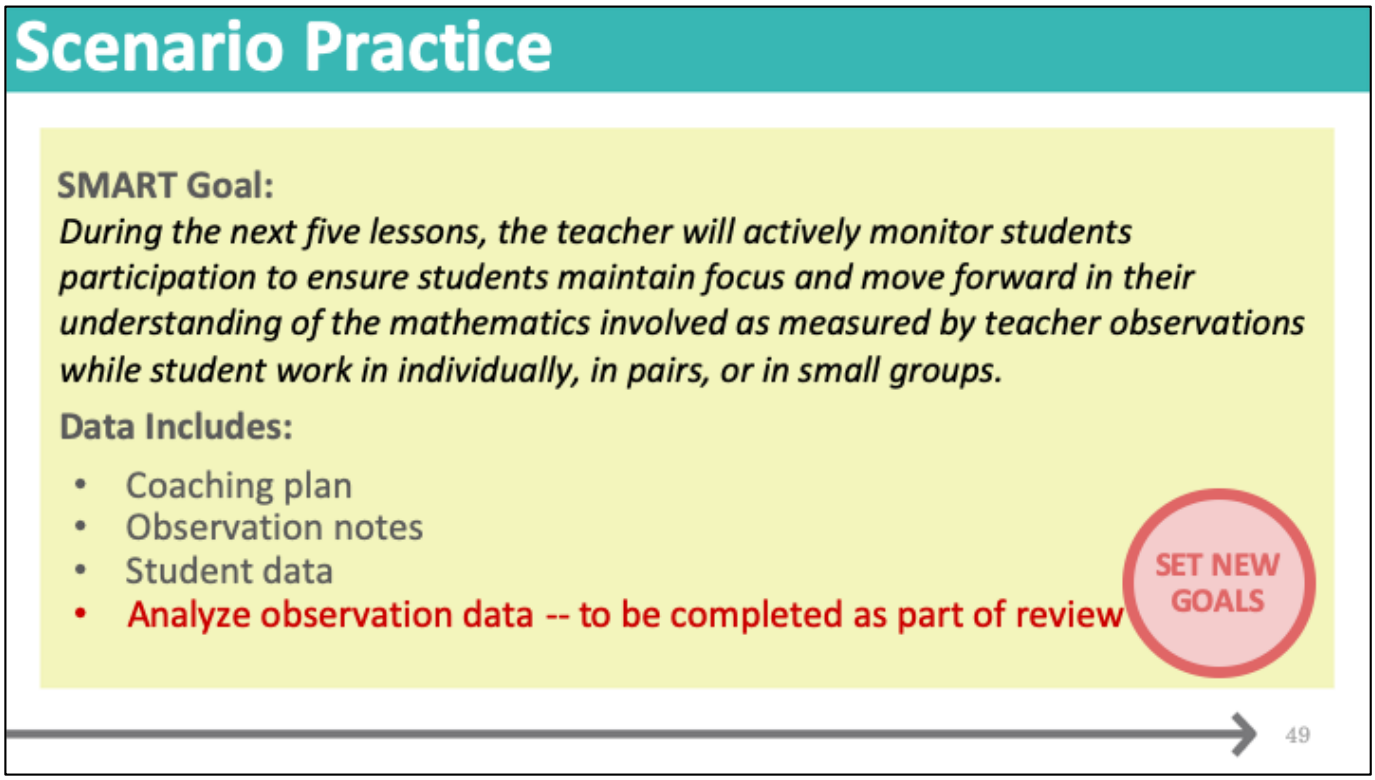
- **Facilitator says:** We have created a tool/template for you to use as you work your way through the three components of the Set New Goals part of the mentor cycle. This tool can support you as you analyze the multiple sources of data and can be found on **pages 21-24 of your handout**. Throughout 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.



- **Duration:** 10 minutes

- **Facilitator says:** On page 25 of your handout, 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, 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

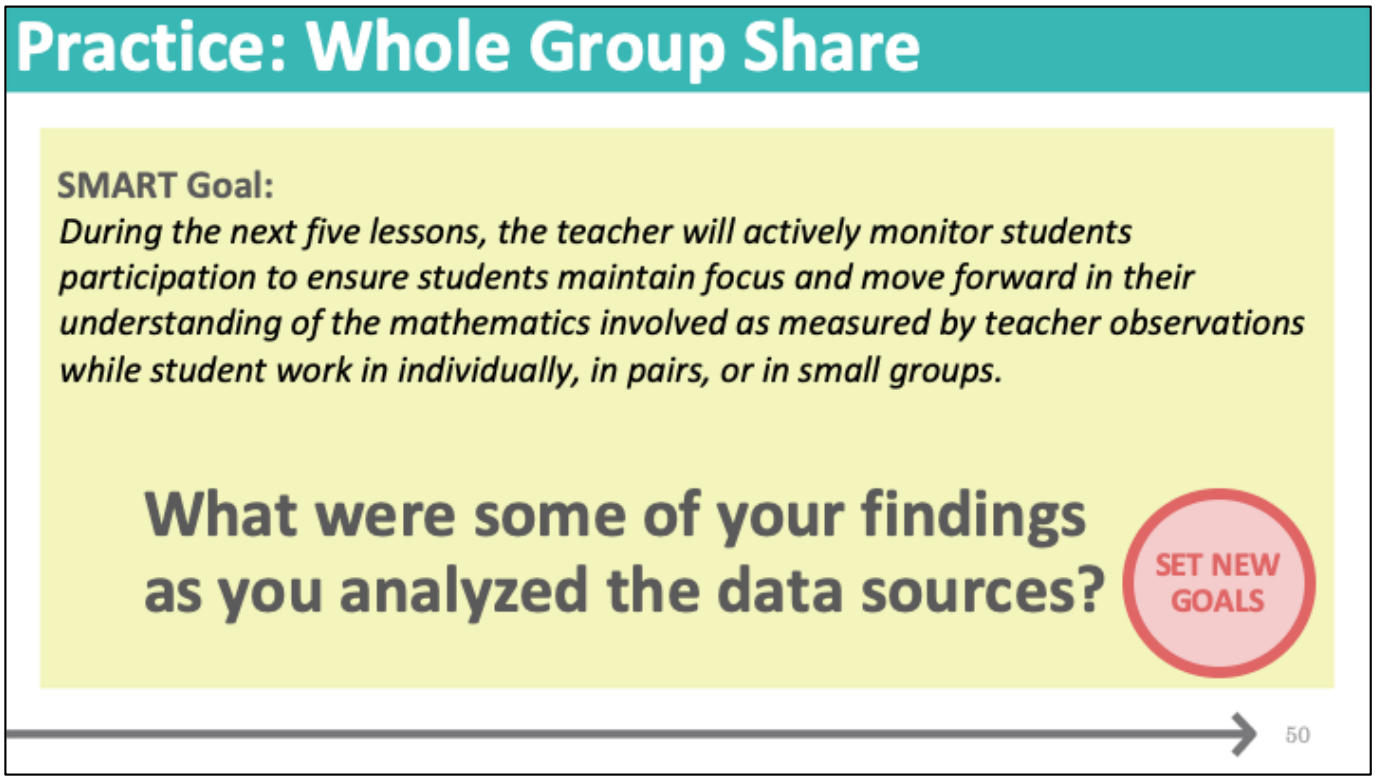
analyzing the sample pieces of data you looked at. Remember when you do this for real, you will be answering these questions about MULTIPLE pieces of data. You will practice this right now with a different scenario and data set.



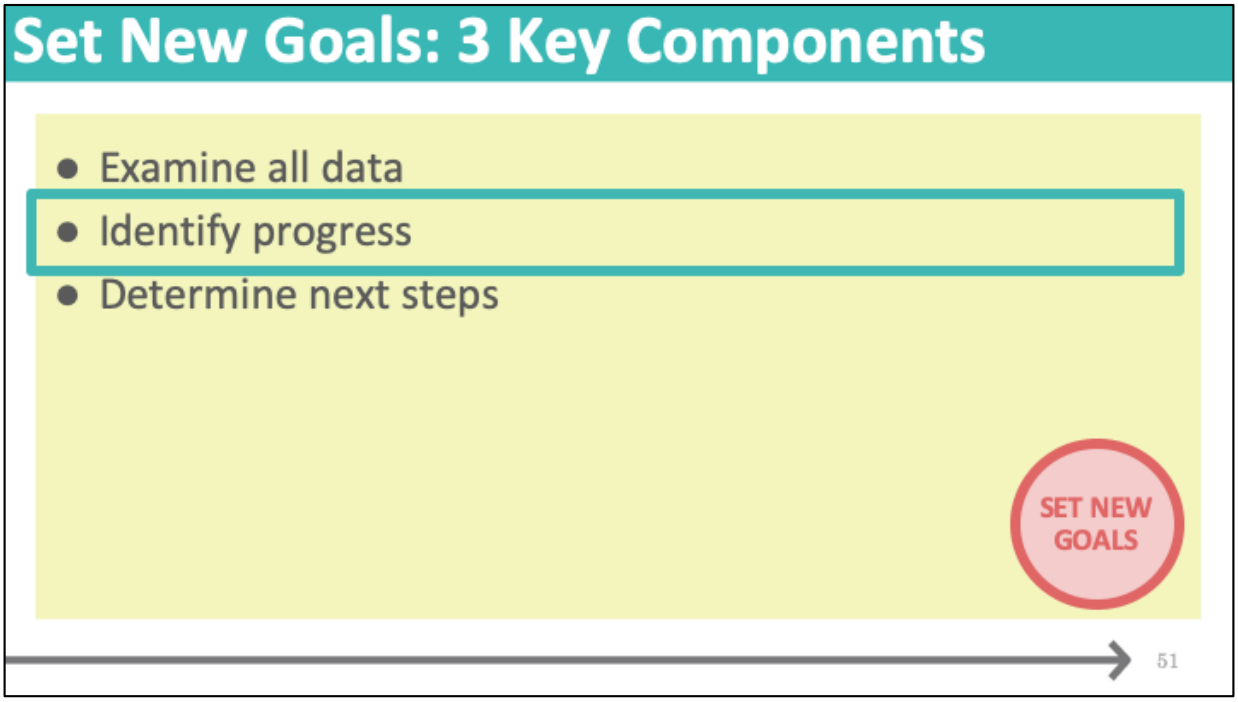
Duration: 12 minutes

- **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. 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.

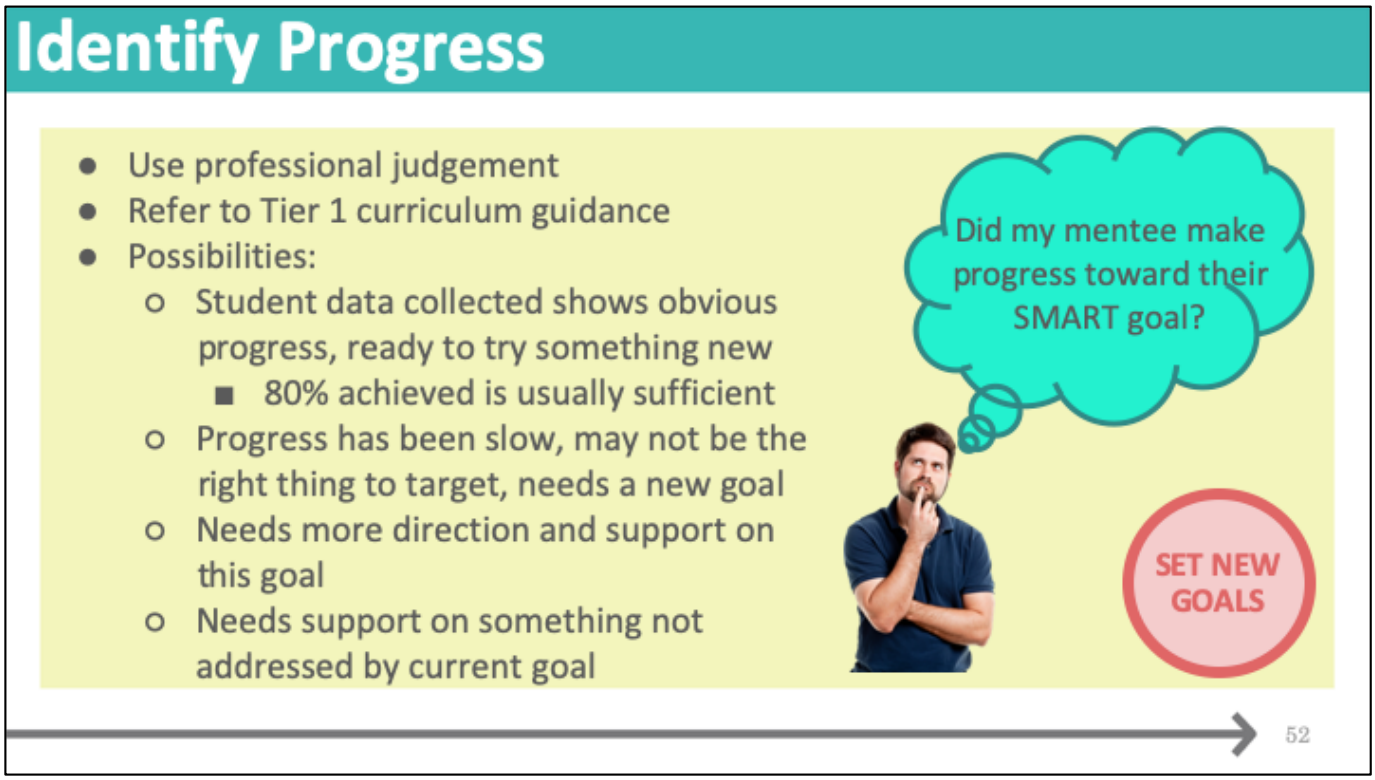
Note: The mentee SMART goal utilizes mentor content around productive math discourse. Productive math discourse is part of module 7.



- **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.



- **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.



- **Duration**: 5 minutes

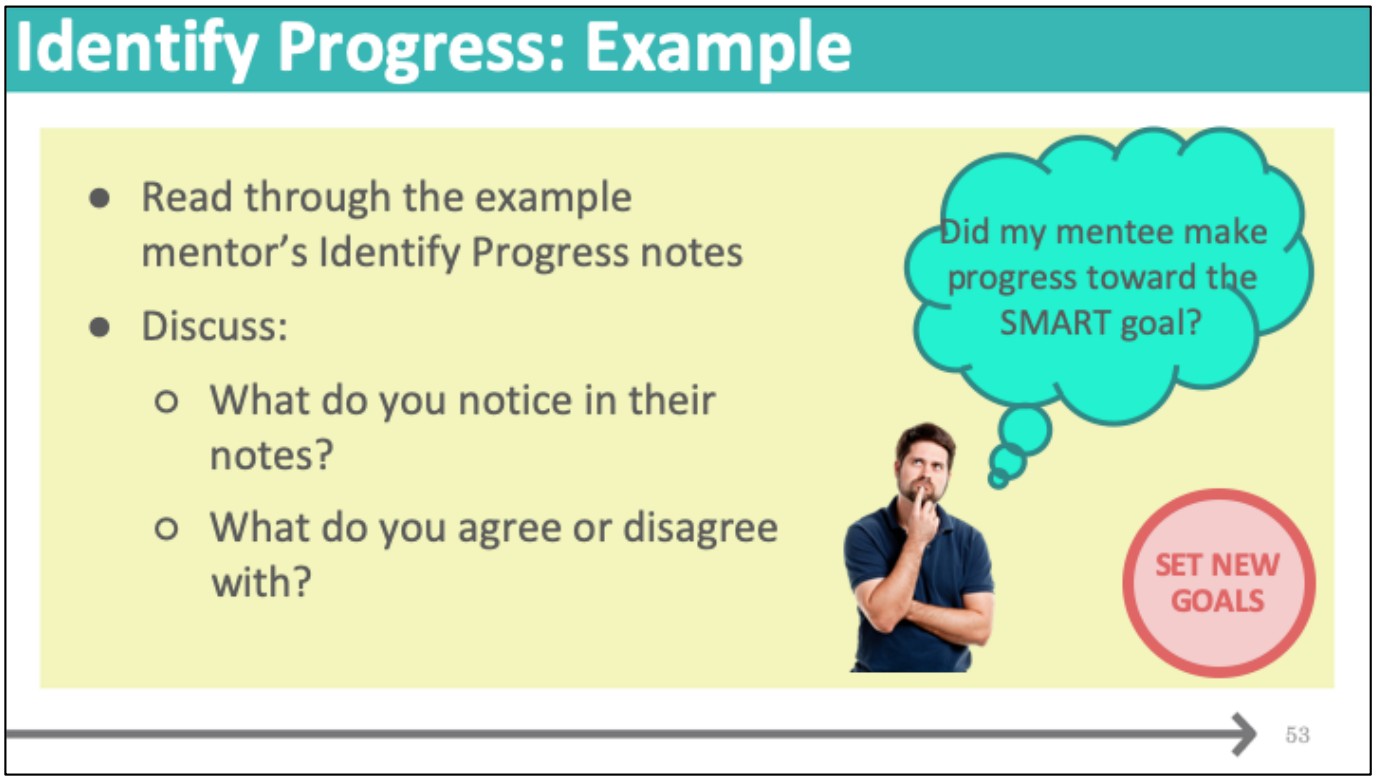
- **Facilitator says**: Now that you've had a chance to analyze different data collected while working with a mentee, it's time to decide if based on what you are seeing, if your mentee has made progress toward the SMART goal. You will need to do some pre work before you discuss your analysis with your 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 20.
- On page 22 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.

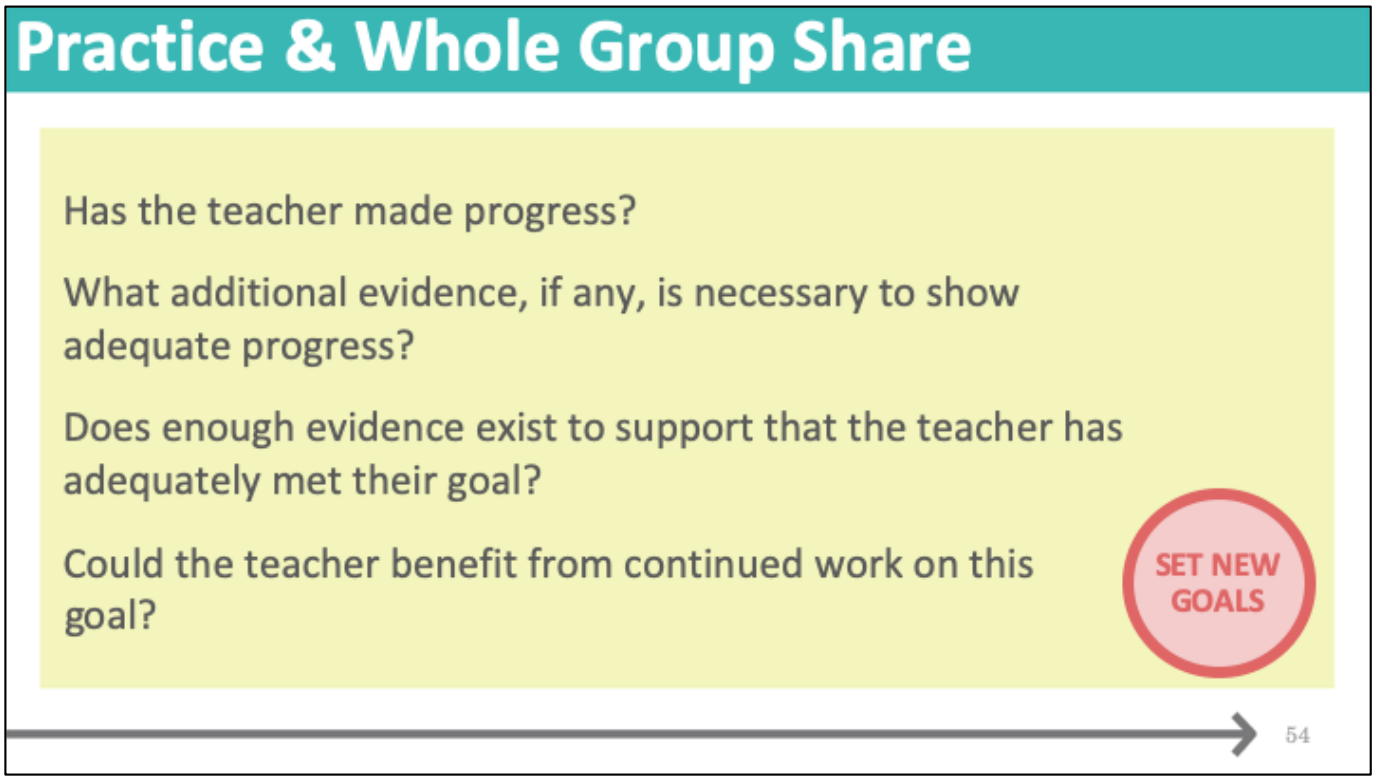
Photo credit:
https://www.google.com/search?q=person+thinking&rlz=1C5MACD_enUS622US623&source=lnms&tbm=isch&sa=X&ved=0ahUKEwix5svgnpnfAhUEb60KHTqOCRkQ_AUIDigB&biw=1416&bih=683#imgrc=C6yy25meqr-LVM:



- **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: *The teacher will engage all students in meaningful mathematical discourse evidenced by using correct academic mathematics vocabulary and aided by sentence stems as measured by teacher observations during class discussions*. And remember the main conclusion that the mentor drew from examining the data was that students
- Next the mentor completed step two: Identify progress. The mentor has considered the questions included in step 2 of the template and jotted down their thoughts on 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.

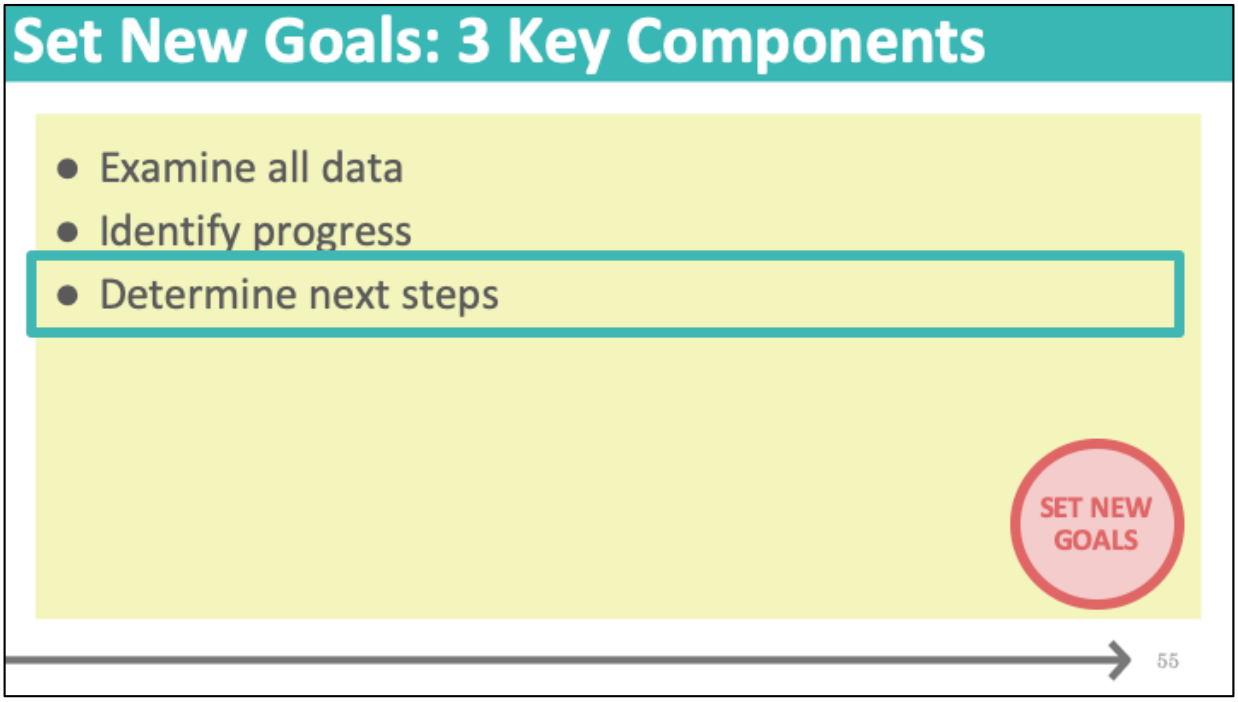
Photo credit:

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:



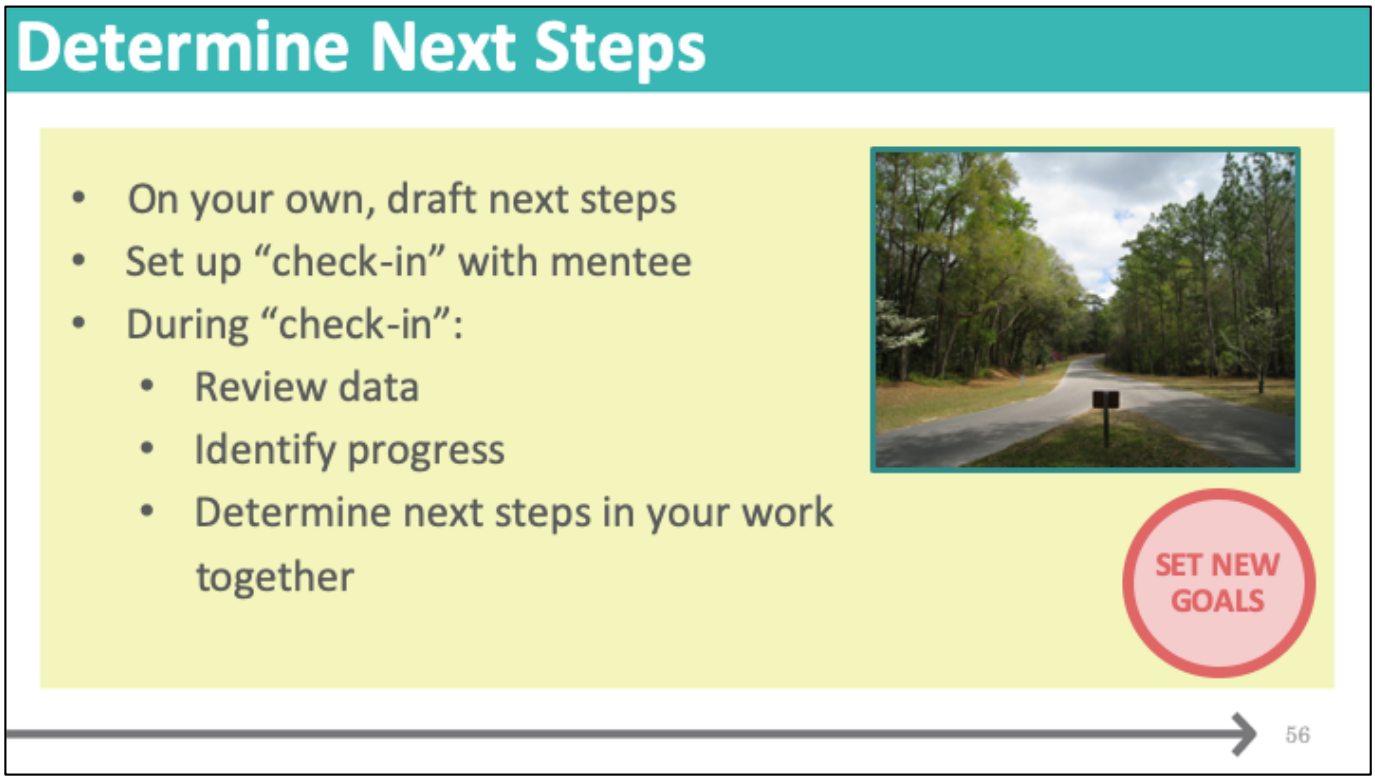
- **Duration**: 15 minutes

- **Facilitator says**: Now let's go back to the scenario you've been practicing with. Remember this is the mentee working on asking purposeful questions that are focused on the content and elicit students to use academic vocabulary. 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.



- **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.

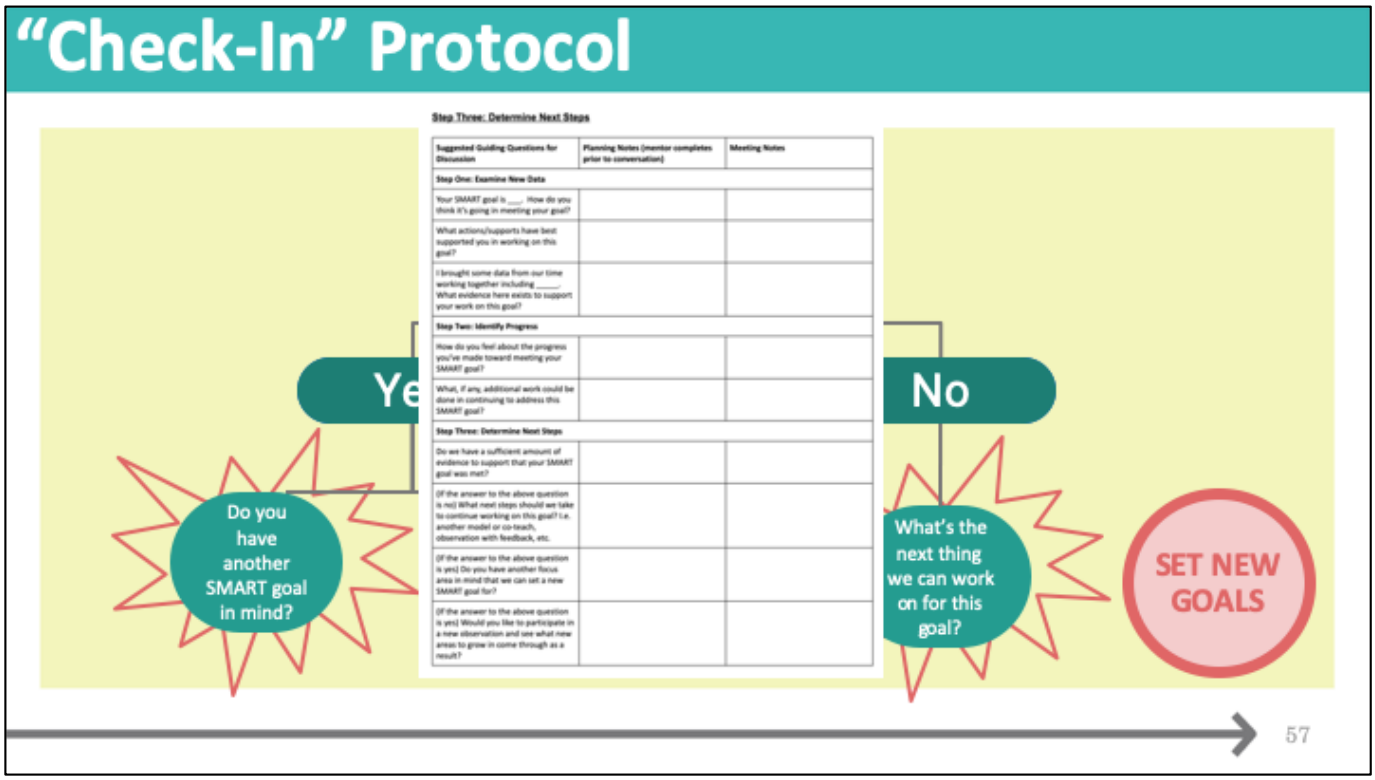


- **Duration**: 7 minutes

- **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 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, with different guiding questions. The conversation focuses 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 20 of your handouts.

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

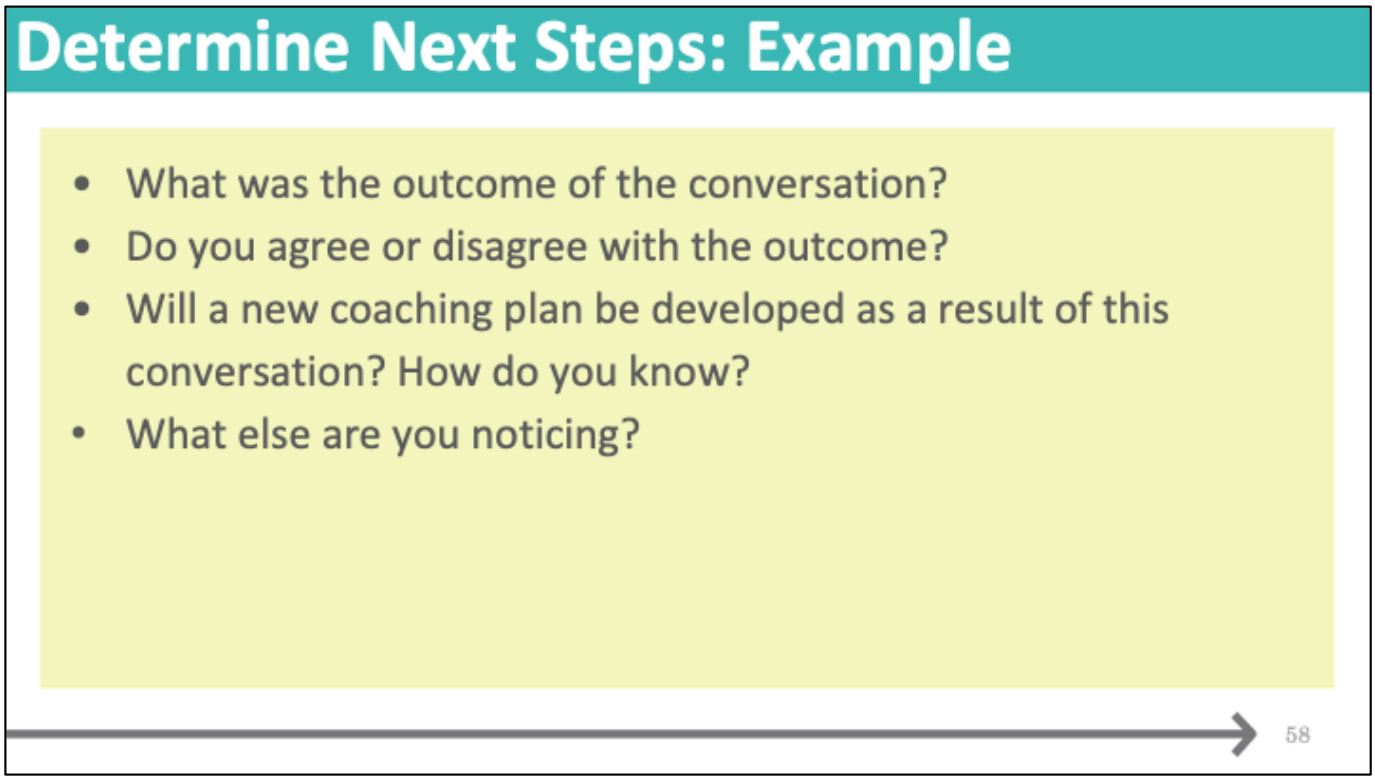


NOTE: THIS SLIDE INCLUDES ANIMATIONS - IT IS NOT MESSED UP.

- **Duration**: 4 minutes

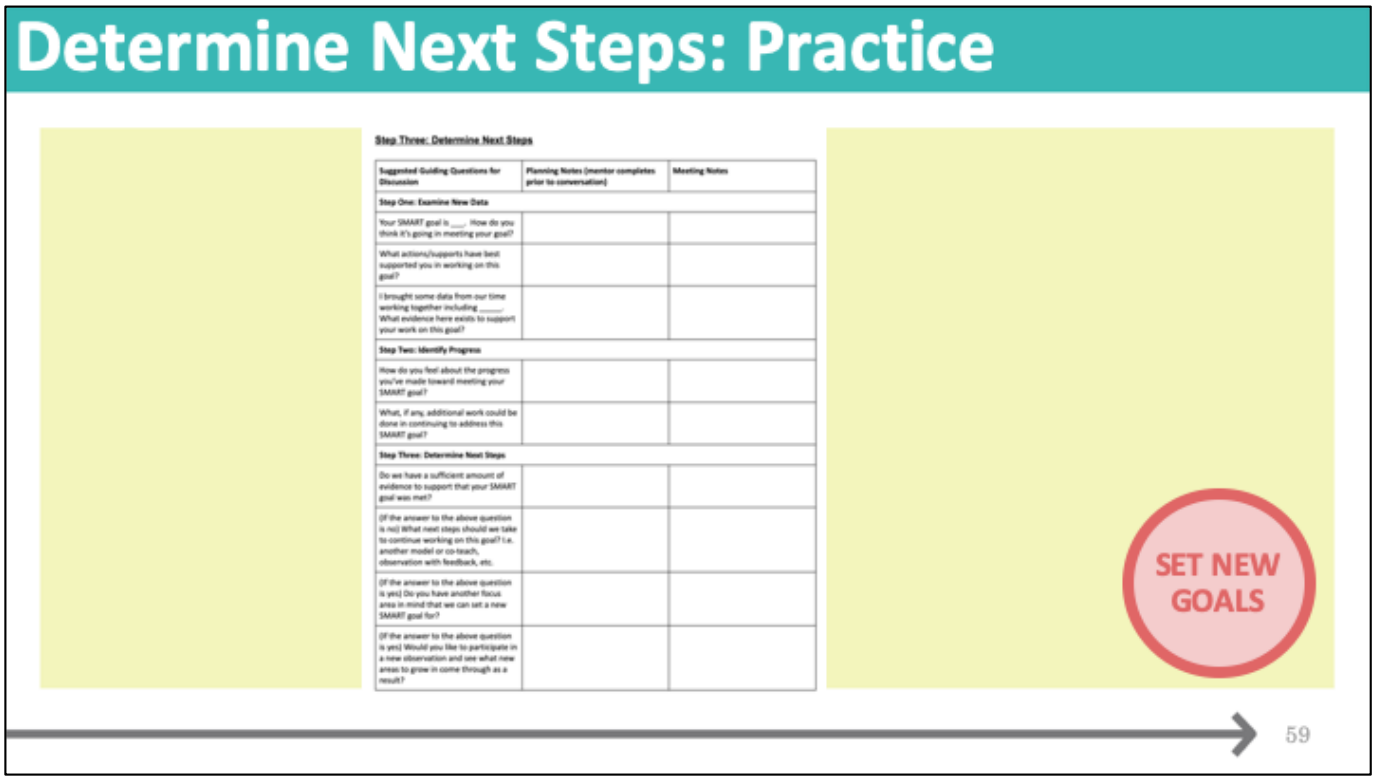
- **Facilitator says**: Much like the template used for the initial one-on-one debrief, there is a column that includes suggested guiding questions, but remember you may not always ask every single question listed, a column for you to plan out your thinking because you've already done your pre-planning 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 will 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.

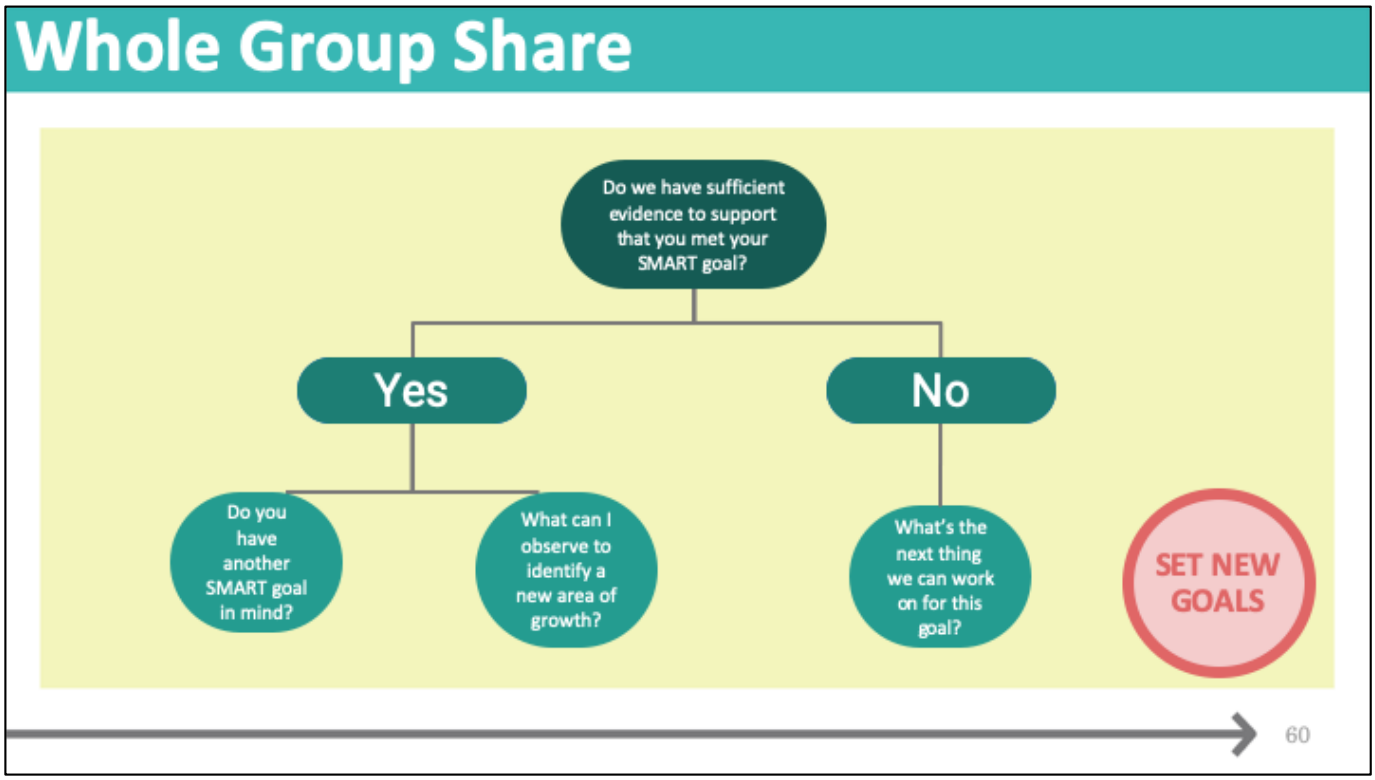


- **Duration**: 10 minutes

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



- **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 a partner to work on this together.
- **Facilitator Does:** Circulate while participants are working on their pre-planning.



- **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.

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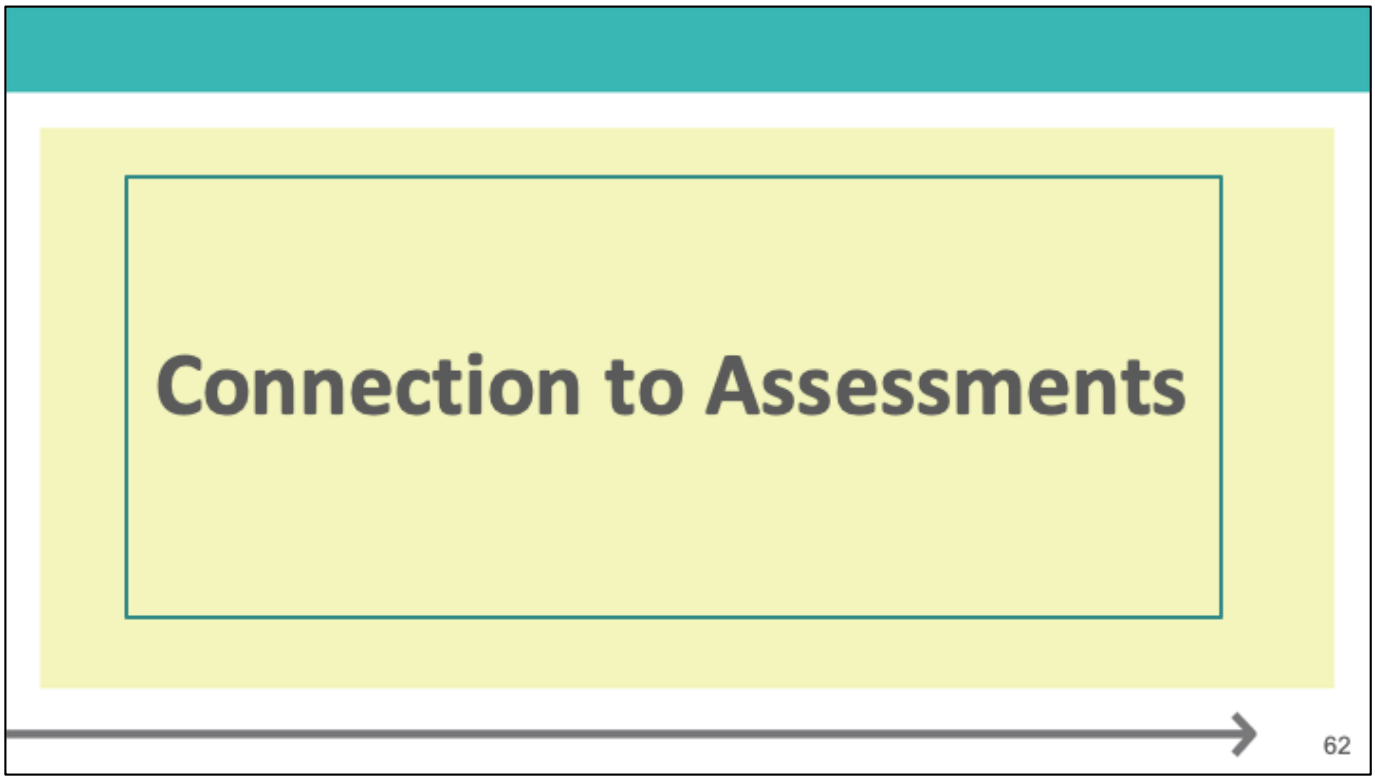
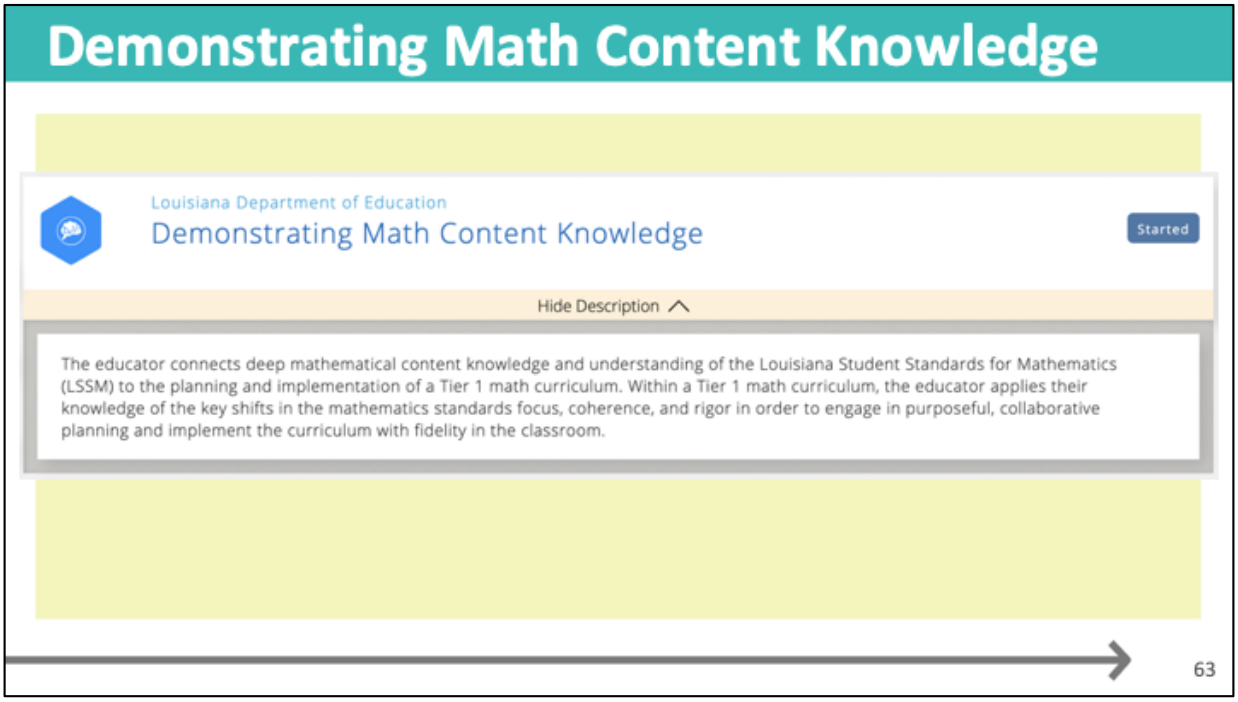
- **Duration**: 30 seconds
- **Facilitator does:** This afternoon, we learned [Read slide].



SECTION START: 3:25

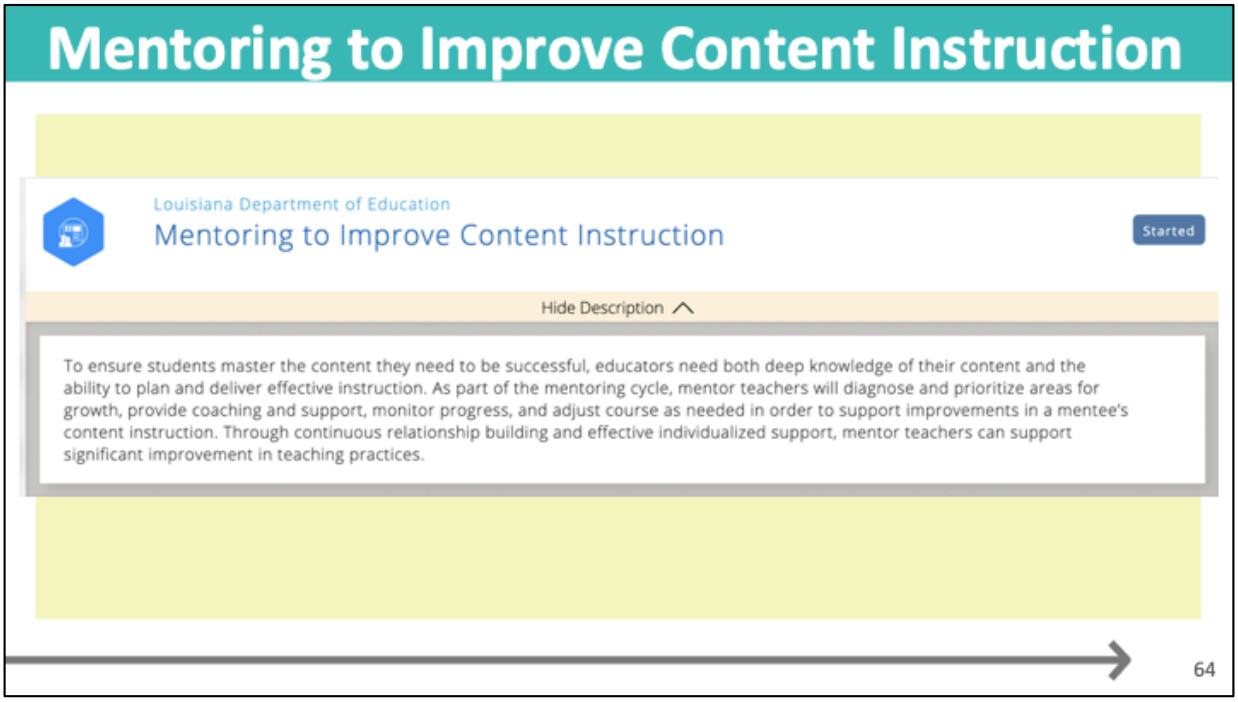
- **Duration:** 30 seconds

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



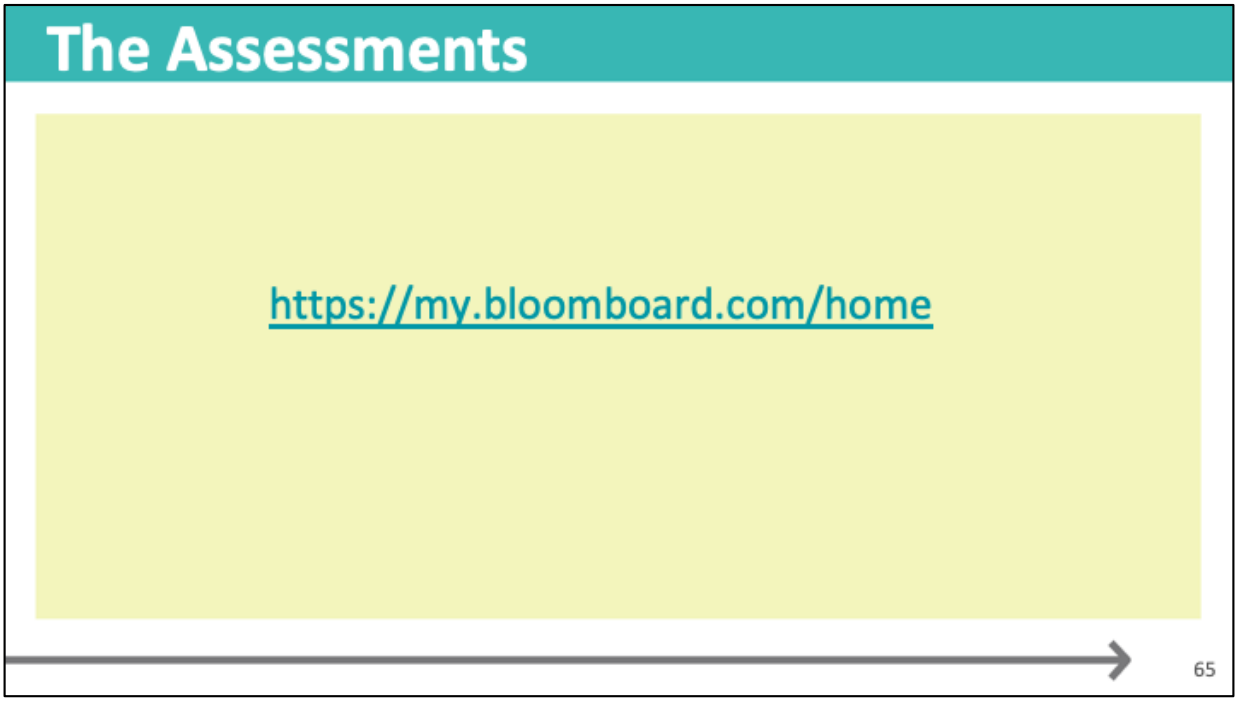
- **Duration:** 2 minutes

- **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:
  - "...applies their knowledge of the key shifts in the mathematics standards focus, coherence, and rigor **in order to engage in purposeful, collaborative planning and implement the curriculum with fidelity in the classroom**" - this morning's focus on purposeful planning.



- **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.



- **Duration:** 6 minutes

- **Facilitator says:** I'm going to log on to the platform and give just a high-level overview of each of these three assessments so you can continue to make connections between what we've learned so far and the expectations of these two assessments.
- **Facilitator does:** Log on using the generic username and password below.
- Review the following highlights live on the platform for participants:
    - Mentoring to Improve Content Instruction
        - Participants may have already chosen to use Math for this module, which is totally fine. In that case, they should continue on with their math work.
        - Analyze -If participants want to use ELA for this module, they are ready to accomplish this part of the assessment. They know what to "look-for" when it comes to strong ELA instruction and they know how to conduct an observation, analyze that data to prioritize a need, and set goals.
        - Develop - If they want to use ELA, they are ready for this part of the assessment as they know how to develop a coaching plan.
        - Implement - If they want to use ELA, they are ready for this part

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

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

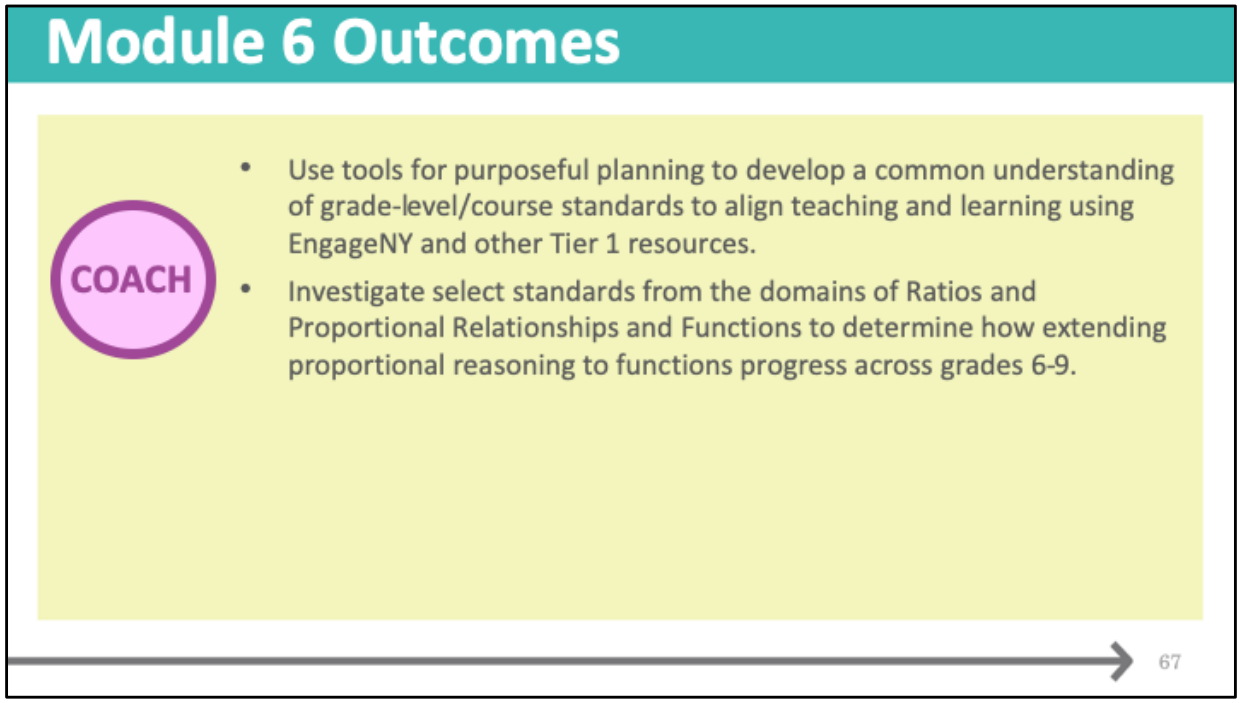
https://my.bloomboard.com/

Username: learningforwarddemo@bloomboard.com

Password: BBLearning4ward

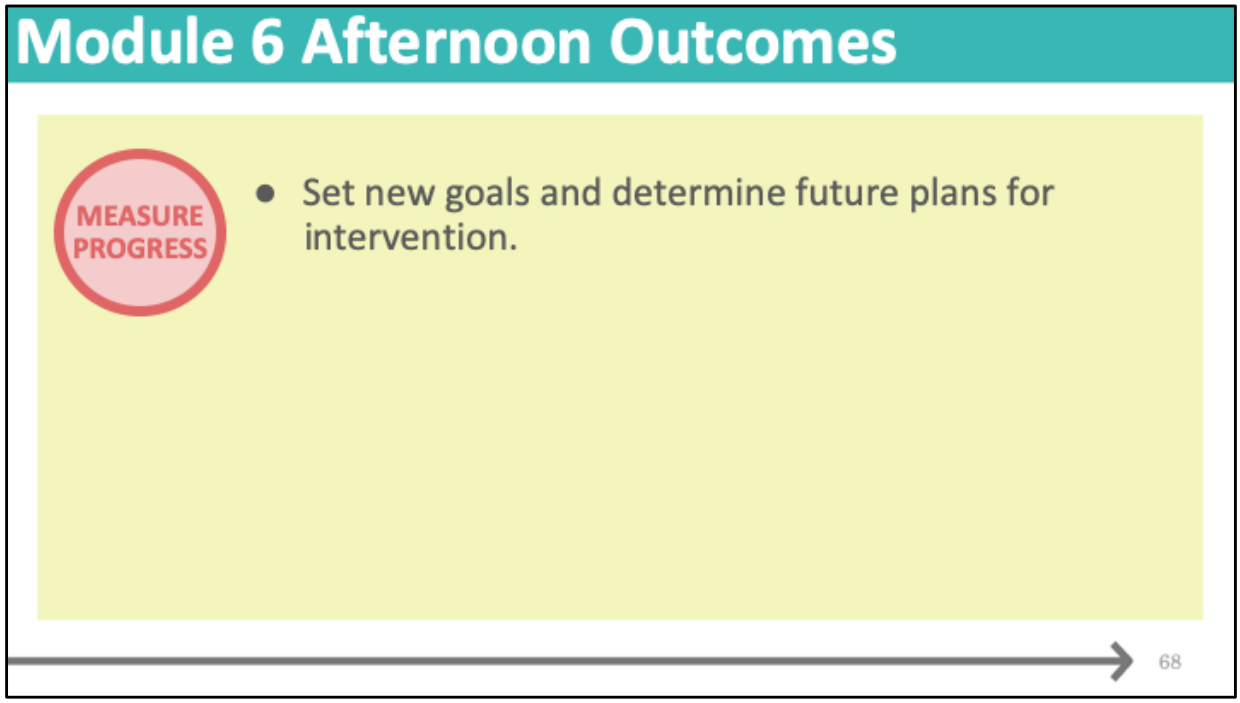
- **Duration:** 15 minutes

- **Facilitator says:** Now take some time to log on yourself and explore these two assessments and see what additional work you see needing in order to accomplish the tasks. There may be work you can do right now, 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.



- **Duration:** 2 minutes

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



- **Duration:** 1 minute

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

Module 6: Key Takeaway

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

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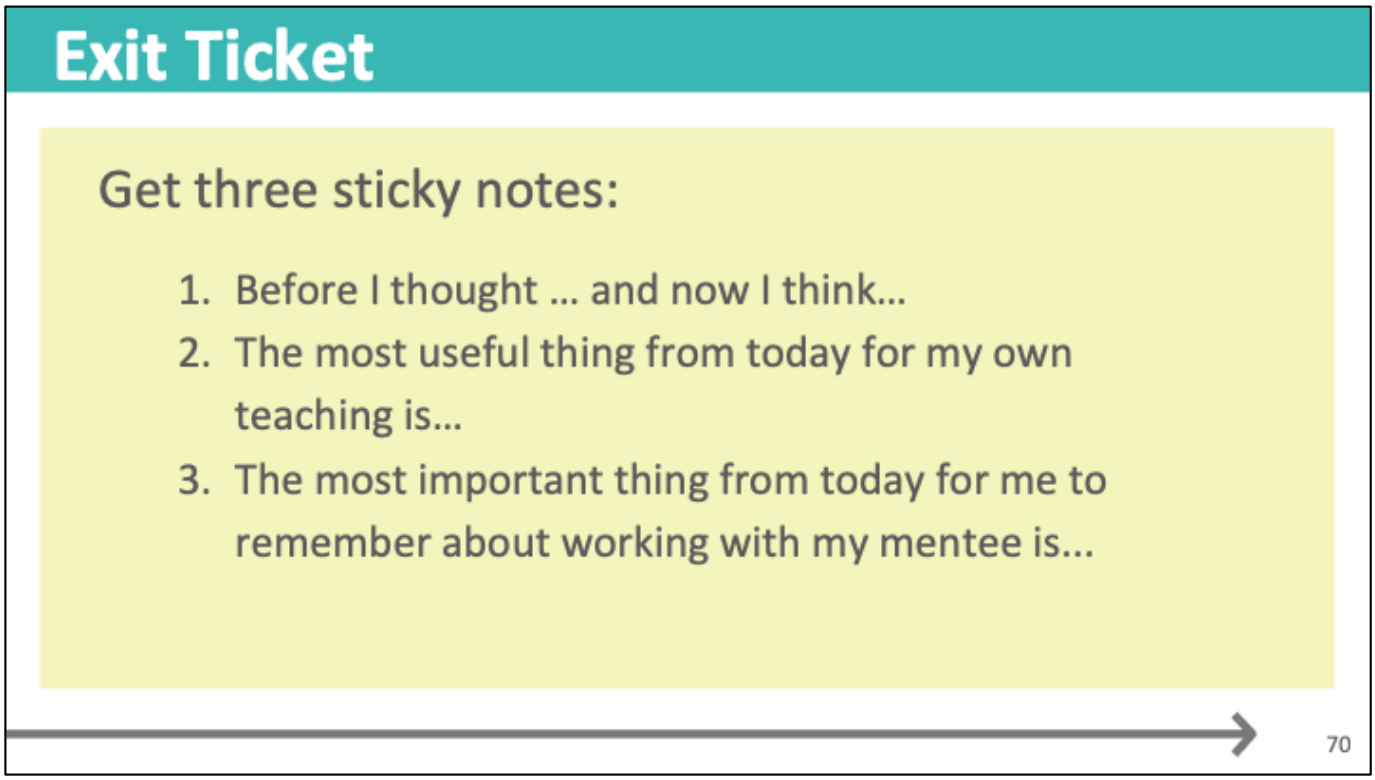
- **Duration**: 1 minute
- **Facilitator says**: As we wrap up our day together, remember...
- **Facilitator does:** Read slide



●**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.