Louisiana Department of Education
Mentor Teacher Training

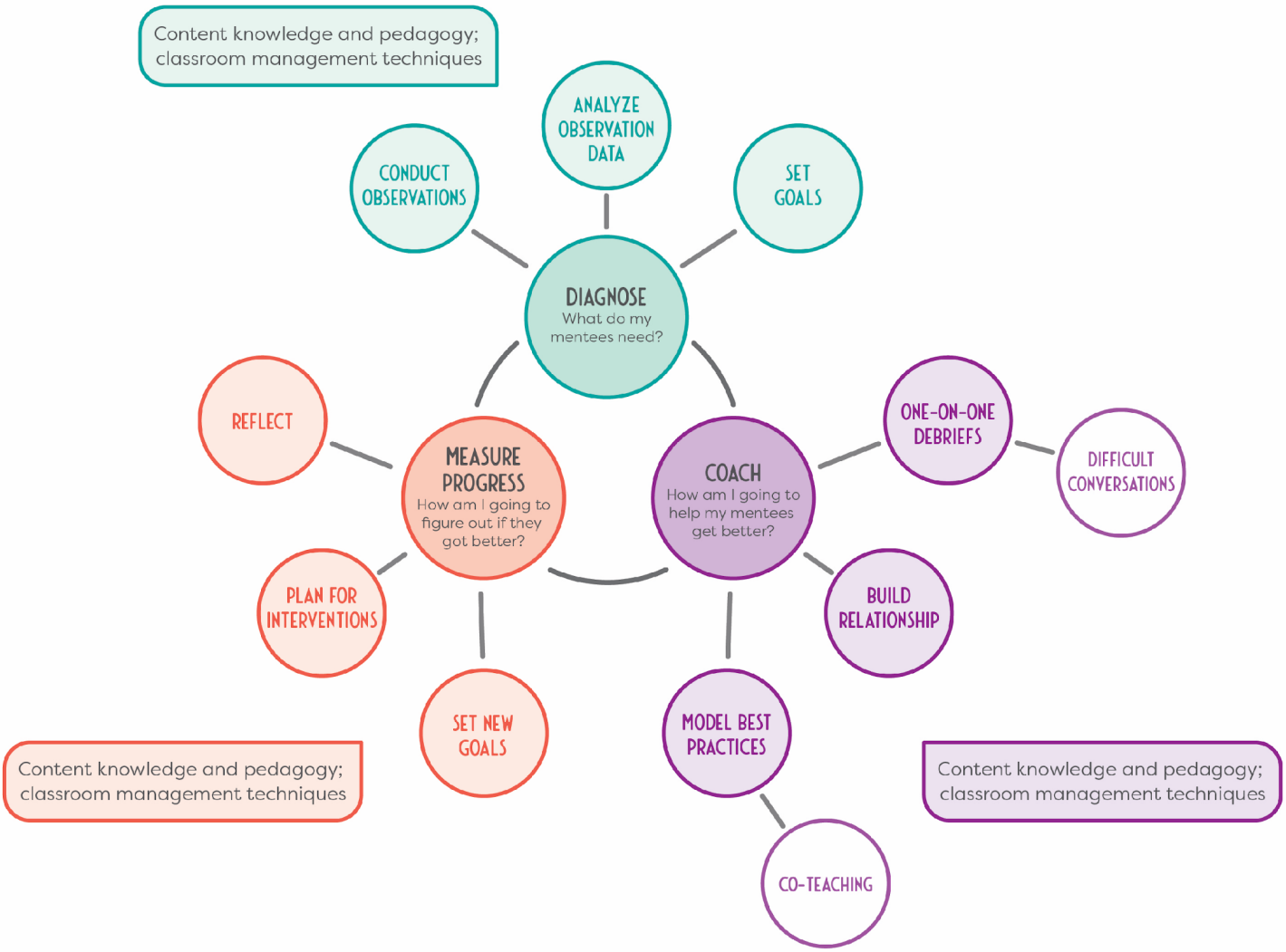
Module 6:
Supporting All Students

Secondary Universal Cohort

October 2019

Facilitated by Learning Forward

The Mentoring Cycle



Mentor Training Course Goals

Mentors will:

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

Module 6 Outcomes

- Use evidence of learning to diagnose student needs in your classroom, as well as support mentees in doing so with their students.
- Apply the Guiding Principles for Diverse Learners and the Diverse Learners Cycle in your classroom, as well as support mentees in applying the principles and cycles with their students.
- Set new goals and determine future plans for intervention.

Module 6 Agenda

Morning (8:30-11:45)	**Afternoon (12:30-3:30)**
Welcome and outcomes	Set new goals
Use evidence to diagnose student needs	Connect to assessments
Use the Diverse Learning Guide	Wrap-up
Connect to Competencies	

Agreements

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

Let's Make a Date

Preparing to Analyze Student Work

Shared Practice: Analyze an Exemplar Response

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

Student Look Fors:

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

3 Criteria for Strong Student Responses
• Student responds directly to the question asked with a **valid assertion** drawn from the text. • The **evidence** provided from the text is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion). • Is able to clearly articulate a relevant and **valid connection** between the evidence given and the assertion.

Student Response Exemplar

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

Evidence	How this evidence supports my thinking
"'He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy…"	When he realized that humans were miserable, he went to live with them and help them.
"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said.	Prometheus calls Jupiter a tyrant, showing that he thinks Jupiter is misusing his power. He is determined to give humans fire. Prometheus cares so much that he even is even willing to defy Jupiter to improve life for the humans.

Tanya's Response

Prometheus is motivated to defy Jupiter because he feels bad for the humans. He sees that they aren't as happy as they used to be and he blames Jupiter for that. Even though Jupiter told Prometheus not to give humans fire, Prometheus did it anyway.

Evidence	How this evidence supports my thinking
"Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that."	It says he didn't like living in the clouds.
"He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it…"	It tells us what he did with the fire after he disobeyed Jupiter.

Rubric for Analyzing Student Responses

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	Response may not address the question Response may show lack of understanding or misunderstanding of the text Response may be too brief to discern what student understands
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	Evidence is accurate, relevant, and specific Evidence provided is sufficient to support the assertion	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

Sample Completed Rubric

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	responds directly to the question with an insightful assertion KJ NN IU FD JH QW	responds directly to the question with a valid assertion Dl BG NJ DS KN RD HB KL TL UT YH PL	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow GH MJ LA SS	Response may not address the question Response may show lack of understanding or misunderstanding of the text Response may be too brief to discern what student understands GP WE TY
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion KJ NN IU FD JH QW	Evidence is accurate, relevant, and specific to support the assertion Dl BG NJ DS Evidence provided is sufficient to support the assertion KN RD HB KL	Evidence is accurate, but may be insufficient, imprecise, general, repetitive, or vague to support the assertion TL UT YH PL	Evidence may be minimal, irrelevant, absent, or incorrect to support the assertion GP WE TY GH, MJ, LA, SS
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced JH QW	Connection between evidence and assertion is clear and valid KJ NN IU FD	Connection between evidence and assertion may be vague or unclear Dl BG NJ DS KN RD HB KL GH, MJ, LA, SS	Connection between evidence and assertion may be missing or invalid GP WE TY TL UT YH PL

Connect the Learning	
Question	**Response**
How can your benchmark (exemplar) and a general rubric work together to help you understand the strengths and needs of your students within your setting?	
What do you anticipate as a mentee's greatest challenge in creating and using these tools in order to understand the strengths and needs of students?	

Diagnosing Students' Needs

Do Now
Read the following excerpt from "The Guidebook Approach to Support." This document describes the design principles of the ELA Guidebooks 2.0 units and the included strategies and materials to support all learners, including those diverse learners who learn in a different way and at a different pace than their peers. Based on this definition, all students can be classified as "diverse learners" at some point in the instructional process. Thus, when teaching guidebook lessons, teachers must understand the grade-level standards and their students' current ability to make instructional decisions that will ensure all students read, understand, and express their understanding of complex, grade-level texts. **Guiding Principles for Diverse Learners** ● All students should regularly engage with rich, authentic grade-appropriate complex texts. ● All students should have full access to grade-level classes and engage in academic discourse and meaningful interactions with others around content, even with "imperfect" developing language. ● Rather than having different expectations for students based on their abilities, all students should have opportunities to meet the grade-level standards through appropriate scaffolds and supports. ● Instructional supports should not supplant or compromise rigor or content. ● Specialized instruction should build on and enhance what occurs during regular instruction. ● The instructional design and language should not get in students' way of accessing lesson content. ● Students' knowledge of another language should be seen as an ability and called upon as a way to support students as they develop and express their understanding in a new language. ● Language instruction should be integrated with reading and writing instruction and focused on understanding and communication. *Discuss with a partner:* ● Based on this excerpt, how do we define "diverse learners"? ● What is your key takeaway about the guiding principles for how we support diverse learners?

Sample Completed Rubric

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	responds directly to the question with an insightful assertion KJ NN IU FD JH QW	responds directly to the question with a valid assertion DI BG NJ DS KN RD HB KL TL UT YH PL	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow GH MJ LA SS	Response may not address the question Response may show lack of understanding or misunderstanding of the text Response may be too brief to discern what student understands GP WE TY
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion KJ NN IU FD JH QW	Evidence is accurate, relevant, and specific to support the assertion DI BG NJ DS Evidence provided is sufficient to support the assertion KN RD HB KL	Evidence is accurate, but may be insufficient, imprecise, general, repetitive, or vague to support the assertion TL UT YH PL	Evidence may be minimal, irrelevant, absent, or incorrect to support the assertion GP WE TY GH, MJ, LA, SS
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced JH QW	Connection between evidence and assertion is clear and valid KJ NN IU FD	Connection between evidence and assertion may be vague or unclear DI BG NJ DS KN RD HB KL GH, MJ, LA, SS	Connection between evidence and assertion may be missing or invalid GP WE TY TL UT YH PL

Analyzing Patterns in Student Responses Look at your completed Class Rubric and reflect on the following questions.	
Are there common errors made across the collection of student work? What are the most frequent and fundamental problems students appear to have with the assignment?	
What might the pattern of student responses show about students' understanding of the text? What makes you think so?	
What might the pattern of student responses tell you about the knowledge and skills students have learned and still need to learn? What makes you think so?	

Digging Deeper:
Supports Flow Chart

1) The Supports Flow Chart is organized by:

   Supports for _____

   Supports for_____

   Supports for _____

   Supports for _____

2) What are some possible reasons a student may struggle with standards RL.4/RI.4 and what are some possible supports for addressing this need?

Possible Issues	Possible Supports

3) During a text-based discussion you notice that a student is participating in the discussion, but in a way that is completely disconnected from the conversation his peers are having. He is sharing valid information from the text but he is not building on, connecting to or addressing the ideas shared in the discussion. What might be the core reason for this student's observed behavior? What is one thing you might try to address this issue?

Possible Issue	Possible Support

4) You notice that a fluent reader is struggling to read and understand the complex text in a series of lessons. What do you notice about the issues and supports provided for a student who can read with fluency and accuracy, but is still struggling to demonstrate comprehension of a complex text? What is a likely reason for this issue and how might you address it?

Possible Issue	Possible Support

Connect the Learning	
Question	**Response**
How can analyzing your students' work for patterns be useful for planning next instructional steps? How will doing this increase your impact as a mentor?	
What is the Supports Flow Chart, and how might the Supports Flow Chart be useful to you, considering the sorts of needs you are observing in your students' work?	
How will you use the Supports Flow Chart to support your mentee?	

Using the Supports Flow Chart

What does it likely mean if students are struggling to meet the first two criteria on the rubric?

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	Response may not address the question Response may show lack of understanding or misunderstanding of the text Response may be too brief to discern what student understands
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	Evidence is accurate, relevant, and specific Evidence provided is sufficient to support the assertion	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

Student Case Study
Maria

Maria is in Mr. Abrams' 8th grade class. In lesson 1, students are reading "The Story of Prometheus" for the first time. First, they read the text with a partner, then they use a graphic organizer to create a summary of their assigned section (either Part I or Part II). Mr. Abrams monitors students' partner reading and notes that Maria read her entire portion with appropriate rate, accuracy and expression. This observation matched his other data on Maria, suggesting that she is able to read grade-level texts with fluency. Then, students are assigned a section of the text to create their summary snapshot. Maria and her partner are assigned Part I. Here is Maria's completed graphic organizer:

The Story of Prometheus

SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	**What do the main character(s) want to accomplish?**	**What conflict or problem do the main character(s) encounter?**	**What did the main character(s) do in response to the problem?**	**How did the conflict resolve itself?**
Mighty Ones Titans Prometheus Epimetheus men mankind	Prometheus wants to give people fire, so he asks the planet Jupiter to help make his own planet Earth better for the cavemen.	Jupiter doesn't want to give Earth fire	Prometheus travels to the sun and then decides to turn his back on his own land: "turned and hastened back to his own land" The people on Earth join him and he gives them fire from the sun	Prometheus gave people fire, but they were rude to him about it: "Soon there was a…blaze in every rude home in the land" But they were also grateful: "were warm and happy, and thankful to Prometheus"

Write a summary of the text including the details above.

There are "mighty ones" who live on the planet Jupiter. Prometheus doesn't want to live on Jupiter with the mighty ones and remembers how much better it was when they lived on Saturn. But now, he wants to live with the people on Earth. This was back when people didn't have electricity. It seems like the caveman time period because it says the people "were living in caves." Prometheus wants to give the people on Earth fire because they are "cold and shivering." He also wants to help himself because right now he is living in a tent: "he didn't care to live amid the clouds…he was intent…." In this part of the story, Prometheus first travels to Jupiter to ask for fire. He doesn't want to give Prometheus and the people on Earth fire. So then Prometheus travels to the sun to get fire. He thinks the fire will help the people live better, especially the tyrant people who live in the wilderness on the mountaintop: "Mankind shall have fire in spite of the tyrant who sits on the mountaintop."

(Case Study continued on the next page)

Mr. Abrams overhears Maria and her partner discussing and decides to gather more information.

Mr. Abrams: Maria, I heard you say that the "mighty ones" live on the planet Jupiter. Is that correct?

Maria nods.

Mr. Abrams: What in the text makes you think so?

Maria: Umm…here, at the bottom of the first page. It says, "Then he went boldly to Jupiter and begged him to give fire to men." So it says Prometheus traveled to Jupiter.

Mr. Abrams: Interesting – can you say more about that? What are you thinking is happening in this part of the story?

Maria: I think that some planets are more powerful than others in this story. First, it was the planet Saturn that used to be the best. Here it says "during the golden days when Saturn was King." So it's kind of like a science fiction story with the planets being kings of the galaxy, which they call their kingdom. And Prometheus wants to make his own planet better, which is Earth. He is kind of shocked by how people live on Earth because it's not like it is on Jupiter or Saturn and he says the men are "like beasts."

Use the Supports Flow Chart to diagnose Maria's issue(s).

Potential Supports

#	Issue	Support
1	Limited word knowledge	Engage students in a volume of reading
2	Limited word knowledge	Create and post word displays
3	Lack of strategies for determining meaning	Identify vocabulary essential to the meaning of the text and teach these words using the vocabulary protocol
4	Limited background knowledge	Let's Set the Context Videos or other videos
5	Limited background knowledge	Read additional texts on the topic

Gallery Walk

- **Create** a visual to represent your issue and support
- **Use** words and/or illustrations to show what the support is and how it works
- **Rotate** to the next anchor chart
- **Study** the team's representation
- **Discuss:**
    - How does this support specifically address the issue?
    - What questions do you have about this support? What is most important for a mentee to understand about this support?

Connect the Learning	
Question	**Response**
How will understanding the three main issues preventing students from reading and understanding complex texts improve your teaching?	
How will understanding these three main issues increase your impact as a mentor?	

Module 6 Afternoon Outcome:

- Set new goals and determine future plans for intervention.

Set New Goals: 3 Key Components

- Examine all data
- Identify progress
- Determine next steps

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

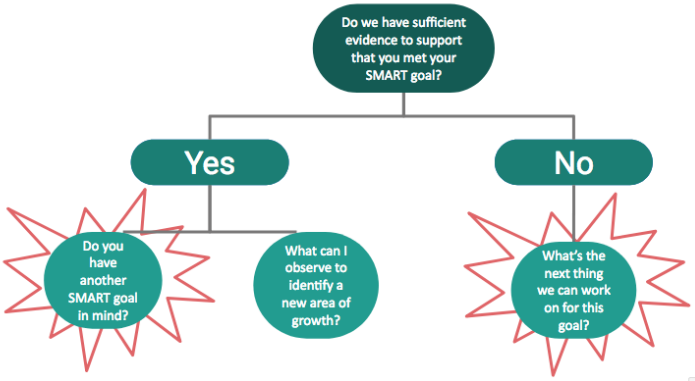
- Initial observation and one-on-one debrief notes
- Model teaching look-fors checklist and debrief notes
- Co-teaching debrief notes
- Student work
- Student data
- Additional observations and feedback

Identify Progress

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

Determine Next Steps:

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



Set New Goals Guiding Template

Step One: Examine All Data

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

Step Two: Identify Progress

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

Step Three: Determine Next Steps

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
Step One: Examine All Data		
Your SMART goal is ___. How do you think it's going in meeting your goal?		
What actions/supports have best supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
Step Two: Identify Progress		
How do you feel about the progress you've made toward meeting your SMART goal?		
What, if any, additional work could be done in continuing to address this SMART goal?		
Step Three: Determine Next Steps		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		

(If the answer to the above question is no) What next steps should we take to continue working on this goal? I.e. another model or co-teach, observation with feedback, etc.		
(If the answer to the above question is yes) Do you have another focus area in mind that we can set a new SMART goal for?		
(If the answer to the above question is yes) Would you like to participate in a new observation and see what new areas to grow in come through as a result?		

Example Scenario SMART Goal

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

Practice Scenario SMART Goal

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

Let's Practice: Set New Goals Guiding Template

Step One: Examine All Data

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

Step Two: Identify Progress

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

Step Three: Determine Next Steps

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
Step One: Examine All Data		
Your SMART goal is ___. How do you think it's going in meeting your goal?		
What actions/supports have best supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
Step Two: Identify Progress		
How do you feel about the progress you've made toward meeting your SMART goal?		
What, if any, additional work could be done in continuing to address this SMART goal?		
Step Three: Determine Next Steps		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		

(If the answer to the above question is no) What next steps should we take to continue working on this goal? I.e. another model or co-teach, observation with feedback, etc.		
(If the answer to the above question is yes) Do you have another focus area in mind that we can set a new SMART goal for?		
(If the answer to the above question is yes) Would you like to participate in a new observation and see what new areas to grow in come through as a result?		

Set New Goals: Key Takeaway

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

Module 6: Key Takeaway

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