**Module 6:
Supporting All Students**

Secondary Universal Cohort
October 2019

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SECTION START: 8:30

- **Duration:** 3 min.

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

- **Facilitator does**: Ensure everyone has signed in, has materials for the day, and is sitting with his or her learning team. Review logistics for training (restrooms, times, breaks, lunch, etc.) our morning break will be at 10:05; lunch will be at 11:45; and we'll have an afternoon break at 2:15 or so.

Mentor Training Course Goals

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

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- **Duration:** 1 minute

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

- **Duration:** 1 minute

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

Check In and Review

Top 3 List

1. _____

    _

2. _____

- **Duration:** 10 minutes

- **Facilitator says:** Before we dive into the new content let's think back on some of the key ideas we've learned in previous modules. As a learning team, we would like for you to come up with a top 3 list. This top 3 list should include 3 key learnings/take-aways that have stuck with you over the course of the school year so far as you've begun your work with your mentees. You will have 5 minutes to come up with your top 3 list. Ready, begin.

- **Facilitator does:** Set a timer for 5 minutes for teams to develop their top 3 take-aways list. Circulate to get an idea on where everyone is at with previous learning. After 5 minutes, pair up table groups to share their lists with each other. Allow an additional 2 minutes for this activity. After the table groups share with one another invite a 1-2 learning teams to share their top 5 lists with the whole group.

Module 6 Morning Outcomes

• Use evidence of learning to diagnose student needs in your classrooms, 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 classrooms, as well as support mentees in applying the principles and cycles with their students.

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●**Duration:** 2 minutes

●**Facilitator says:** We have 2 morning outcomes that are focused on content to meet the needs of diverse learners. (Read the 2 outcomes)

●**Facilitator does:** Reminds participants that the outcomes appear on page 4.

Today's Agenda

- Welcome and outcomes
- Use evidence of student learning to diagnose learning needs
- Address student learning needs using the Diverse Learners Guide and other resources
- Connect to Competencies
- Lunch
- Set new goals
- Connect to assessments
- Wrap-up

●**Duration**: 1 minute

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

Our Mutual Agreements

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

●**Duration**: 1 minute

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

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

- **Duration**: 5 minutes

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

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

Supporting All Students: Evidence of Student Learning

●**Duration**: 30 seconds (begin by 9:00)
●**Facilitator says:** Let's take a closer look at ways in which we can support all students in their ability to cite relevant and specific evidence to support conclusions drawn from a text.

Instructional Shifts in Disciplinary Literacy

1. **Complexity**: Regular practice with complex text and its academic language

2. **Evidence**: Reading, writing and speaking grounded in evidence from text

3. **Knowledge**: Building knowledge through content-rich nonfiction

Duration: 30 seconds

Facilitator Says: As you remember from Module 2, the instructional shifts in disciplinary literacy emphasize reading, writing and speaking grounded in evidence from text, as well as regular practice with complex text and its academic language. As we engage in this morning's content work, ask yourself, "How are these shifts visible in my setting?" and, "How will I intervene with my mentee to help him or her implement the shifts with all students?"

Our Guiding Questions

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

• What will we be looking for?

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Duration: 30 seconds

Facilitator says: These are the guiding questions that will drive our conversation as we evaluate student work over the next 45 minutes.

Facilitator does: Read or summarize the two guiding questions.

Evidence of Deep Understanding of the Text

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

(LearnZillion, 2017)

Duration: 5 minutes

Facilitator says: First and foremost, we will be looking for evidence of deep understanding of the text! We are going to engage in shared practice around a text-based discussion (BTW, this is a great example of a place where you would encourage students to use the conversation stems we looked at in Module 5). To do this, we are going to revisit "The Story of Prometheus" text that we read and analyzed back in Modules 2 and 5.

As you create these experiences with students, you will want to remember that the first step in preparing to respond to evidence of student learning (oral or written) is to KNOW THE TEXT. The ELA Guidebooks provide student look-fors in the Teaching Notes, and these look-fors are a helpful model from which we can build in other content areas. Some look-for support is also available in other content areas via the Scope and Sequence documents.

General look-for guidelines are listed in your handout on p. 6. Please take one minute to reflect in writing about the look-fors, particularly the one(s) you most want to emphasize as you work with your mentee.

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

Facilitator does: Either read aloud the text-based discussion prompt or have a volunteer read it aloud for the group.   Circulate while participants are reflecting about the look-fors and share 2-3 examples from tables with entire group.

Source: ELA Guidebooks 2.0

Analyze the Student Look-Fors

Independently

Study the Student Look-Fors in your handout.

Discuss:

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

Student Look-Fors:

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

(LearnZillion, 2017)

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Duration: 4 minutes

Facilitator does: Point participants to the look-fors for the question about Prometheus's motivation in their handout (p. 6). Provide a minute of independent reading time, then click to reveal the discussion prompt. Emphasize that participants should now synthesize these look-fors in their own words to describe how we will know if student responses show deep understanding of the text.

Source: ELA Guidebooks 2.0

Notes for Facilitators:

Student look-fors in handouts; included here for facilitator reference:

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

to be better and wiser. Prometheus detests the laziness of the gods and that the gods are benefitting from the ignorance of humankind.

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

Remember Our Criteria

- Student responds directly to the question asked with a **valid assertion** drawn from the text.

- The **evidence** provided from the text is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion).

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

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Duration: 1 minute

Facilitator says: In a moment, we will examine a sample student exemplar for this discussion question. As we review this exemplar, we will keep three criteria in mind.

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

Examine a 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.

Duration: 2 minutes

Facilitator Says: Independently read the sample student response in your handouts (p. 7).

Examine a Student Response Exemplar

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

✓ Responds directly to the question asked with a **valid assertion** drawn from the text.

✓ **Evidence** from the text provided is **relevant** (evidence supports the assertion) and **sufficient** (enough evidence is given to support the assertion).

✓ Clearly articulates a relevant and **valid connection** between the evidence given and the assertion.

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Duration: 6 minutes

Facilitator does: Have participants discuss prompts with a partner or at their table groups. Then, invite 2-3 participants to share out with the whole group.

Refer back to the general criteria as you review each part:
- Responds directly to the question asked with a **valid assertion** drawn from the text.
- Evidence from the text provided is **relevant** (evidence supports the assertion) and **sufficient** (enough evidence is given to support the assertion).
- Clearly articulates a relevant and **valid connection** between the evidence given and the assertion.

The General Rubric

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

Independently review the rubric

- What do you notice?
- What do you wonder?

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Duration: 5 minutes

Facilitator says: Keep the student response exemplar in mind as we zoom out to take a look at a more general rubric for analyzing student responses. What do you notice? What do you wonder?

Facilitator does: Introduce the general rubric and point participants to the rubric in their handouts on p. 8. Review the directions and provide a few moments of independent review time (encouraging participants to take note about what they notice and what they wonder about this rubric). Afterwards, have participants discuss their observations with a partner. Then, invite participants to share out with the whole group.

Look for/emphasize:
- Participants should notice that the rubric is built around the same three criteria we have been working with.
- The rubric reflects what a valid assertion, supported clearly with relevant evidence, might look like for your task!
- These are very general descriptors that can apply to many tasks and many grade

levels.
- Identify the relationship between the specifics of the reading task, and the rubric used to assess the student work.
- Understand the purpose of using a combination of a general rubric AND a task-and-grade-level-specific benchmark to analyze student work.

This may seem like belaboring a point, but it's important for teachers to fully get the close connection among the task, the rubric, the exemplar, and ultimately the student responses.

Duration: 30 seconds

Facilitator says: You probably noticed that this rubric is pretty general – it's not grade or task specific. In order for this rubric to work and give us the data we need about our students, we must pair it with a benchmark that IS grade and task-specific.

Facilitator does: Click to reveal the image of the benchmark and the rest of the title of the slide.

Facilitator says: That's where our exemplar comes in! This exemplar serves as a benchmark for measuring student responses. With this benchmark in mind, we can use the general rubric to evaluate students' understanding, their choice of evidence, and their explanation of their evidence. Any questions about this?

Let's Try It!

Independently

- **Reread** the benchmark for the Prometheus task
- **Read** Tanya's response

Discuss

- How does Tanya's response compare to the benchmark?

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Duration: 7 minutes

Facilitator says: In a moment I am going to model a think aloud for how I would use this rubric to evaluate student work. But first, I want you to connect my think aloud to actual student work! We are are going to compare a student response to the Prometheus task against the benchmark. The student's name is Tanya.

Facilitator does: Review directions and point participants to the Prometheus task, the benchmark response, and Tanya's response (p. 7). Provide 1 minute of independent reading time and then click to reveal discussion prompt and have participants discuss with a partner or at their table groups. Afterwards, invite participants to share out with the whole group.

Using the General Rubric

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 **TL**	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 **TL**	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 **TL**

Duration: 2 minutes

Facilitator does: Conduct a think aloud to model how you would complete this rubric when analyzing student writing:

Let's see……I have a whole pile of student responses here that I need to make sense of. I love how simple and easy to use this rubric is, but it's SO general! How do I know what "sufficient" means? How can I know what "sufficient evidence" looks like? And what about evidence that is "specific"?

Oh, wait – I DO also have this handy exemplar I wrote to give me a good clear sense of what I'm looking for here. I can use this as my benchmark – based on this exemplar I have a very clear picture of what "clear understanding" and "sufficient evidence" look like.

So now, let me take a look at this first student, Tanya. It looks like she did answer the question pretty accurately – of course, her assertion is worded a little differently from the exemplar, but it's just as clear, and it's certainly "valid." So, I'll put her initials TL in the "proficient" box, like this.

Click to have the initials TL appear.

How about her evidence? Hmm…..well, she did try to give some evidence, and it's basically accurate - but compared to my exemplar, Tanya's evidence is pretty vague. So I'm going to put her initials in the "approaching" box for evidence.

Click to have the initials TL appear.

Yikes – now that I look closely, and compare this to my exemplar, I can see that Tanya really didn't even attempt to make a connection between her assertion and the little bit of evidence she gave. I guess I need to put her initials in the "beginning" box for connecting the evidence.

Click to have the initials TL appear.

Wow, this is so interesting – I wonder what my other students' work will look like? I'm about to find out!

Facilitator does: Break out of model and explain that you would continue repeating this process to evaluate all student work. Pause here to ask if there are any questions so far.

The Final Product

Independently
- **Review** the completed rubric
- **Look for** patterns in student responses

Discuss
- What pattern(s) do you see?
- How might this information be useful to the teacher?

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

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Duration: 5 minutes

Facilitator says: Now we are going to take a closer look at what this rubric looks like at the end of this process –after you've evaluated an entire class-worth of written responses. You'll notice that what we end up with looks a lot like a graph!

Facilitator does: Point participants to the completed rubric in their handouts (p. 9) and review the directions/look fors. After a moment of independent review, click to reveal the discussion prompts and have participants discuss with a partner or at their table groups. If time allows, have a few participants share out with the whole group. Emphasize that these patterns are helpful because they help us determine instructional moves not only for individual students, but for small groups and even the whole class. For instance, we notice in this sample class that the majority of students are demonstrating clear understanding and identifying sufficient evidence. However, there's a pretty sharp decline in the number of students who are proficient + when it comes to explaining that evidence.

Facilitator Says: This can seem time-consuming at first, but as you practice, it takes less time.

Key Point:

The idea here is that the teacher can see various patterns of strength and weakness. Looking closely at these patterns can help the teacher decide what instruction students may need as next steps.

Connect the Learning

- 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 his/her students?

22

Duration: 5 minutes

Facilitator says: Before we wrap up, it's important that we summarize and capture learning from this section. Please take a few minutes to reflect and connect the learning in your handouts.

Facilitator does: Direct participants to their handouts (p. 10), where they have space to "connect the learning" from today's session. Provide time for participants to record their thinking in response to the questions on the slide.

Supporting All Students: Key Takeaway

Benchmarks and rubrics offer a practical means to analyze student work samples and determine next steps in instruction.

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- **Duration**: 1 minute

- **Facilitator says**: So we've now experienced and learned that...

- **Facilitator does:** Read slide

Supporting All Students: Diagnosing Student Needs

●**Duration**: 30 seconds (begin by 9:45)
●**Facilitator says:** Let's take a closer look at ways in which we can support all students in their ability to cite relevant and specific evidence to support conclusions drawn from a text. Remember to continue to ask yourself, "How are the instructional shifts visible in my setting?" and, "How will I intervene with my mentee to help him or her implement the shifts with all students?"

Do Now

Independently

Read the "Guidebooks Approach to Support" excerpt in your handout.

Discuss:

- 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? What is most important for a mentee to understand?

25

Duration: 5 minutes

Facilitator says: Although the Diverse Learners Guide "lives" in the ELA Guidebooks, given what we know about the importance of the instructional shifts in all content areas, this document and its accompanying resources are well-worth becoming familiar with. Please indicate (thumbs up, thumbs sideways, or thumbs down) the extent to which you are familiar with the Diverse Learners Guide. Thumbs up means you have used it (perhaps even regularly), thumbs sideways means you know about it and may even have read it, thumbs down means you may not know about it yet.

Diverse Learners Guide available at https://learnzillion.com/resources/134194/ (accessible from the Get Started tab from any unit).

Facilitator does: Review directions and point participants to the excerpt and space in their handout (p. 11). Provide 1 minute of independent reading time, then click to reveal the discussion prompt and have participants discuss with a partner or with their table groups.

If time allows, invite a few participants to share key takeaways with the whole group.

For Facilitators:

Excerpt from Diverse Learners Guide - included in handout for the Do Now activity

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 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[1]***

- *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.*

What Do the Patterns Tell You?

- 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?

Duration: 8 minutes

Facilitator says: Look at the sample Class Rubric (p. 12) from earlier and reflect on the following questions (p. 13). Take brief notes to capture your thinking. Allow 8 minutes for participants to examine the Class rubric, reflect on the patterns they see and complete the reflection tool in their handout (which mirrors these questions).

Share Your Observations with a Partner

Step 1: (3 min.)
- **Share** your observations and reflections.
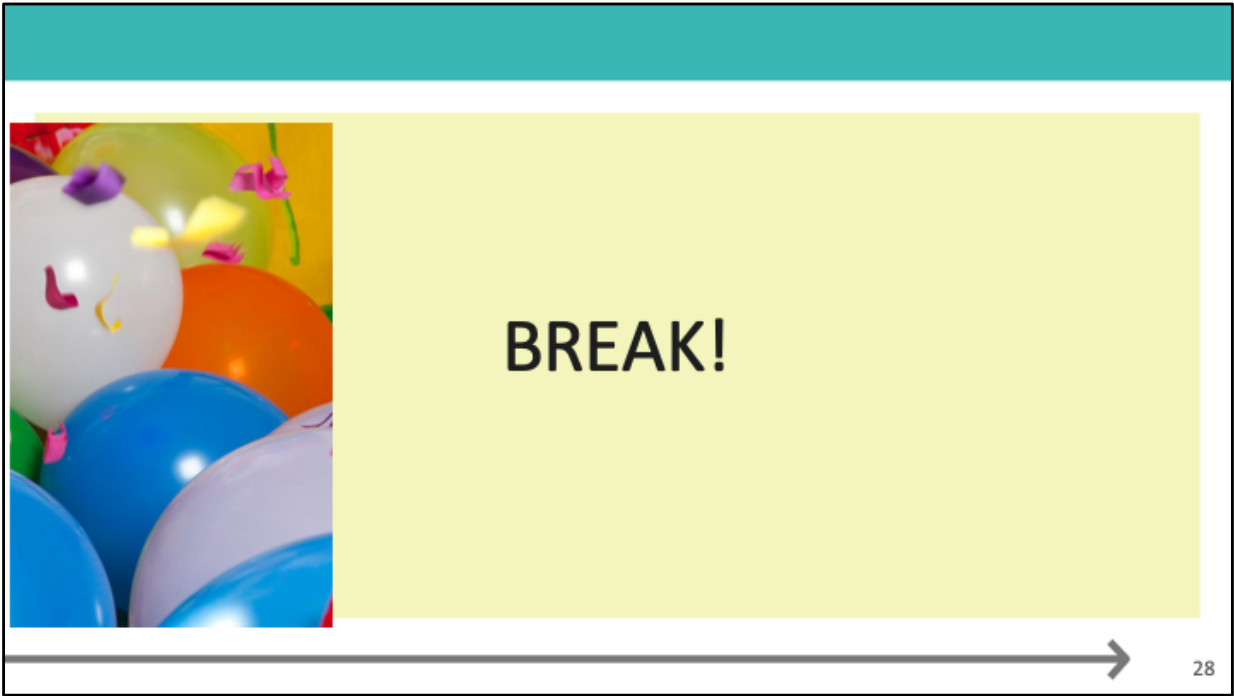
Step 2: (4 min.)
- **Brainstorm** potential causes for the patterns you see in student work (i.e. lack of knowledge, difficulty decoding, not enough practice with gathering evidence).

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Duration: 7 minutes

Facilitator does: Have participants meet with their Falcons partner. Review the protocol and have participants get started. Manage time by letting participants know when they should transition from the first to second step in the protocol.

BREAK!

10:05-10:20

Let's Discuss!

- What types of patterns did you see that might indicate students are not understanding the text? What might be causing this difficulty?

- What types of patterns did you see that indicate students may need to work on specific skills? On which skills do these students seem to need work?

29

Duration: 5 minutes (begin 10:20)

Facilitator does: Debrief with the whole group using the questions above. Responses will vary. Participants may notice that students performing poorly on both the first and second row of the rubric are probably not understanding the text. This could be due to problems with fluency, vocabulary or knowledge. Students performing poorly only in the second or third row may have a general understanding of the text, but may need additional instruction or practice in finding or selecting evidence or explaining how the evidence they chose supports their assertion about the text.

How Do I Address These Gaps?

Access The Supports Flow Chart

ELA Guidebooks 2.0: Supports Flow Chart

https://learnzillion.com/resources/134191/
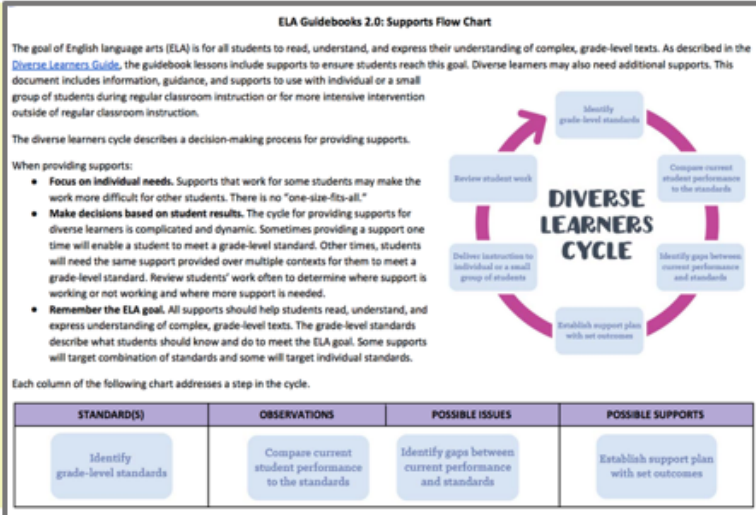
30

Duration: 3 minutes

(Chart will be provided as a separate handout)

Facilitator says: So how do you address the gaps that you are seeing based on your analysis of student work? Here is a helpful place to start – the Supports Flow Chart. This tool is built into the Guidebooks 2.0 curriculum and is designed to support you in identifying appropriate supports to use 1:1 or in small groups to address specific needs. It is not hard to imagine why this resource might also be important for a mentee!

Facilitator does: Gauge participant familiarity/use of the Supports Flow Chart.

Facilitator does: Break out of PPT and model for participants how to navigate to and access the Supports Flow Chart on LearnZillion.

Go to https://learnzillion.com/resources/81666-english-language-arts-guidebook-units/
Grade 8--> Flowers for Algernon Unit --> Get Started --> Supports Flow Chart
Supports Flow Chart available at https://learnzillion.com/resources/134191/

Point out that this "get started" tab exists in every unit for every grade-level. We just clicked on Flowers for Algernon because that is the unit we have been working with! Ensure participants download the supports flow chart and direct them to open up the file and stay on the first page for now.

Source: ELA Guidebooks 2.0

Also helpful: The English Learner Guidebook: Changing Outcomes for ELs: https://www.louisianabelieves.com/academics/english-learners
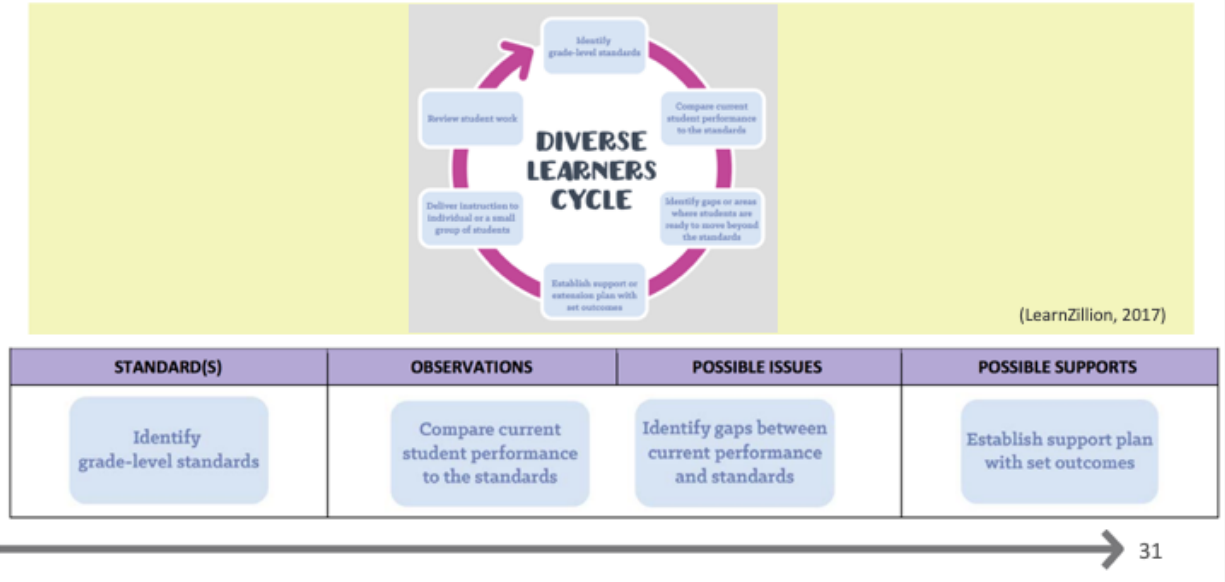
Duration: 2 minutes

Facilitator says: Diverse learners may need additional support to reach our goals in disciplinary literacy. The diverse learners cycle describes a decision-making process for providing those additional supports. Take a moment and review the process outlined in the Diverse Learners Cycle image on the first page of the Supports Flow Chart. Think about how this process might be beneficial to a mentee.

Facilitator does: Provide independent review time.

Facilitator says: The Supports Flow Chart mirrors the first four steps in the process – you'll notice that this chart is organized first by disciplinary literacy standards so you can engage in the process outlined here:

1) Identify the standard
2) Compare current student performance to that standard
3) Identify gaps between performance and that standard
4) Identify possible supports so you can make a plan for supporting individual or small groups of students

Source: ELA Guidebooks 2.0
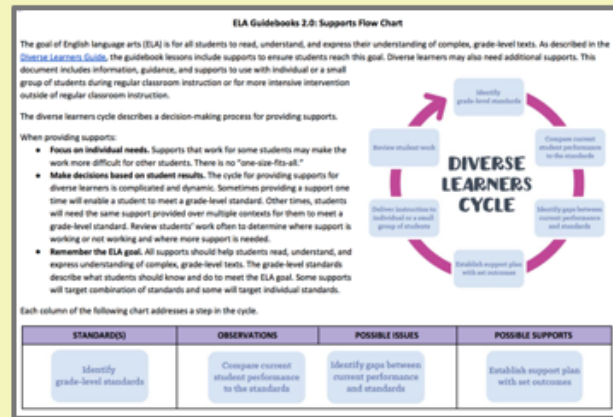
Duration: 6 minutes

Facilitator does: Review directions and provide independent review time. For now the purpose is to become familiar with the document and how it is organized. Encourage participants to use 5 independent minutes to familiarize themselves with the document (emphasize that we will go deeper in just a few minutes). Afterwards, invite people to share out a few things they noticed and wondered as they reviewed this documents.
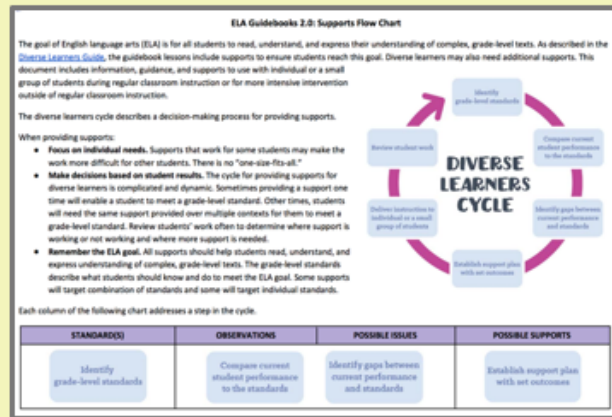
Some examples:
- You may have noticed…
    - The flowchart is organized by standards

- There are observations that help you match what you might be seeing/hearing in your classroom with a possible issue
- There are a lot of direct links in the support column – there are a lot of tools that already exist for many of the proposed supports!
- That the supports are categorized into 4 big buckets – we'll be taking a closer look at those in the next activity.

- You may have wondered…
  - How do I decide which support to use?
  - When should this support take place?
  - Is there a hierarchy of supports (i.e. least intensive to most intensive)?

Source: ELA Guidebooks 2.0

Duration: 10 minutes

Facilitator does: Direct participants to the "digging deeper" activity in their handouts (p. 14-15) - work with their Panthers partner; they will remain with this partner for a while. Provide 8 minutes of work time, then facilitate whole group debrief around key points.

Answers
1) The supports flow chart is organized by supports for:
- Reading and understanding complex text
- Engaging in academic discussion
- Expressing understanding of complex texts
- Developing language proficiency

3) Possible reasons for struggling with RI/RL4:
- Lack of automaticity in reading
- Reading disfluency
- May not recognize punctuation

- Limited word knowledge

Possible solutions:
- Practice reading aloud words in advance of reading a complex text
- Weekly practice with fluency tasks
- Paired reading, echo reading, choral reading
- Audio recording of the text in advance
- Have students record and listen to their own reading
- Volume of reading

3) Multiple responses – here is one example of the most likely situation (important here that participants match the best support with the issue they chose):
Possible issue: The student may struggle with active listening or not be able to track the main points of the conversation.
Possible support: Provide students with a way to track how the ideas of their peers support or change their original idea(s). Prior to a discussion, have students record the discussion question and their idea(s) on the student discussion tracker. During the discussion, direct students to record the ideas of their peers. Provide time during the discussion for students to reflect on and record how each peer's idea supports or refines their original idea(s). After the discussion, have students reflect on how the discussion influenced their original idea(s).

4) When fluency isn't the issue, the next most likely culprit is…lack of knowledge and vocabulary. To support with this, students may watch a Let's Set the Context video, engage in a volume of reading, read a text set about the topic, create a concept map, etc.

Key Point:
The main "culprits" that prevent students from reading and understanding complex text are fluency, vocabulary and knowledge.

Source: ELA Guidebooks 2.0

Connect the Learning

- 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 Flowchart be useful to you, considering the sorts of needs that you are observing in your students' work? How will you use it to support your mentee?

34

Duration: 5 minutes

Facilitator says: Before we wrap up, it's important that we summarize and connect learning from today's session. Please take a few minutes to reflect and connect your learning in your handouts.

Facilitator does: Direct participants to their handouts (p. 16), where they have space to "connect their learning" from today's session. Provide time for participants to record their thinking in response to the questions on the slide.

Supporting All Students: Using the Supports Flow Chart

●**Duration**: 30 seconds (begin at 10:50)
●**Facilitator says:** Let's take a closer look at ways in which mentors and mentees can support all students in their ability to cite relevant and specific evidence to support conclusions drawn from a text.

What Does it Likely Mean...

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 MU 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, MU, 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, MU, LA, SS	Connection between evidence and assertion may be missing or invalid GP WE TY TL UT YH PL

...if students are struggling to meet the first two criteria on the rubric?

36

Duration: 2 minutes

Facilitator says: Let's revisit our rubric. (It is reprinted on p. 17) Earlier we started analyzing patterns in student work. Let's stop and think about what it means if students are struggling to meet the first two criteria on the rubric. Take a moment and re-read the first two criteria in the rubric.

Facilitator does: Provide a moment of independent review time, then invite participants to share out.

Duration: 15 seconds

Facilitator does: Read the slide

Three Likely Culprits

Fluency
Fluency does not guarantee comprehension…

…but lack of fluency guarantees lack of comprehension.

Vocabulary
"Vocabulary is the feature of complex text that likely causes greatest difficulty"
-Nelson et al 2012

Knowledge
"Knowledge of the topic had a MUCH bigger impact on comprehension than generalized reading ability did."
-Recht & Leslie, The Baseball Study

38

Duration: 1.5 minutes

Facilitator says: So why might students be struggling to read and understand a text? There are three main culprits.

Facilitator does: Click to reveal and summarize each box

Fluency: Just because a student can read with fluency doesn't guarantee they understand what they are reading. However, because of the important role fluency plays in the cognitive process of reading, students who do not read with fluency will not be able to comprehend what they are reading. The ability to read with fluency frees up cognitive space to focus more on making meaning of the text. The Supports Flow Chart identifies some ways to support students who have this need; note that ELA teachers will actively intervene to support fluency, as well.

Vocabulary: Vocabulary and knowledge go hand in hand – and not knowing the words on a page can literally be debilitating to a reader.

Finally, Knowledge: Much of module 4 was about the critical role that background knowledge plays in reading comprehension. Who remembers the baseball study? What did we learn from that research? Summarize key points:

- Baseball study shows that background knowledge is a greater factor than assigned reading level in determining students' ability to comprehend complex text.
- Intentionally helping students to build knowledge will help them access complex text.
- Students don't have just one reading level. Students have many reading levels - assigning students to a single level limits their ability to engage with rich & challenging text.

For our purposes today, we are going to focus on issues and supports in the Support Flow Chart that address vocabulary and knowledge.

Using the Supports Flow Chart

ELA Guidebooks 2.0: Supports Flow Chart

The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. As described in the Diverse Learners Guide, the guidebook lessons include supports to ensure students reach this goal. Diverse learners may also need additional supports. This document includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction.

The diverse learners cycle describes a decision-making process for providing supports.

When providing supports:
- **Focus on individual needs.** Supports that work for some students may make the work more difficult for other students. There is no "one-size-fits-all."
- **Make decisions based on student results.** The cycle for providing supports for diverse learners is complicated and dynamic. Sometimes providing a support one time will enable a student to meet a grade-level standard. Other times, students will need the same support provided over multiple contexts for them to meet a grade-level standard. Review students' work often to determine where support is working or not working and where more support is needed.
- **Remember the ELA goal.** All supports should help students read, understand, and express understanding of complex, grade-level texts. The grade-level standards describe what students should know and do to meet the ELA goal. Some supports will target combination of standards and some will target individual standards.

Each column of the following chart addresses a step in the cycle.

DIVERSE LEARNERS CYCLE

STANDARD(S)	OBSERVATIONS	POSSIBLE ISSUES	POSSIBLE SUPPORTS
Identify grade-level standards	Compare current student performance to the standards	Identify gaps between current performance and standards	Establish support plan with set outcomes

(LearnZillion, 2017)

39

Duration: 15 seconds

Facilitator says: Now, we are going to dig deeper into this tool to see how we can identify student needs and determine appropriate supports for meeting those needs.

Facilitator does: Make sure all participants have their supports flow chart out. (It might be helpful to copy this separately - we will navigate to it, and there are many helpful links, but given connectivity challenges, it might be nice to have hard copies so we can keep moving.)

Source: ELA Guidebooks 2.0

Duration: 8 minutes

Facilitator does: Point participants to the case study and the graphic organizer in their handout (p. 18-19). Provide about 5 minutes of independent reading time, or when you notice that most of the participants have finished, click to reveal the discussion prompt. Have participants work with a partner (continue with Panthers partner) to discuss. Debrief whole group afterwards and then return to their tables to prepare for Gallery Walk activity.

Look for:
- Observation: Student demonstrates grade-level fluency on fluency assessments, but does not demonstrate understanding.
- Possible Issues: lack of word knowledge, lack of background knowledge, lack of "language sense"
- May also observe: Student doesn't know the meaning of important words and phrases in the text. (issue: lack of strategies for figuring out meaning)

How Might We Support Maria?

#	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

https://learnzillion.com/resources/134191/

41

Duration: 1 minute

Facilitator says: From the Supports Flow Chart we see a number of potential supports we can use to address vocabulary and knowledge issues.

Facilitator does: Briefly review list of supports from the Flow Chart (p. 20). Explain that we are about to dig deeper into each of these supports by breaking into groups to illustrate what each of these supports looks like and how they address the issue. Have participants count off 1-5 to assign themselves to one of the 5 issues/supports listed here.

Showcase Your Support

- **Create** a visual to represent your issue → support

- **Use** words and/or illustrations to show what the support is and how it works

https://learnzillion.com/resources/134191/

42

Duration: 10 minutes

Facilitator does: Have participants count off 1-5. Then point them to the assignments in their handouts (p. 20). Review the first direction and provide a minute of independent reading time. Then have participants move to their assigned anchor chart. Click to reveal the discussion prompt and have participants discuss with their team.

Note: They are not recording anything on their anchor charts right now, just discussing!

Review directions and have each group create their visual.

Gallery Walk

- **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?

43

Duration: 10 minutes

Facilitator does: Review the directions; have participants rotate clockwise to review and discuss each anchor chart (2 minutes per chart + transition time). Then have participants return to their seats. Ask if there are any questions about any of the charts/supports.

Connect the Learning

- 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?

44

- **Duration:** 3 minutes
-

Facilitator says: To connect this portion of the morning's learning, please jot down your thoughts to these two questions in your handout on p. 21.
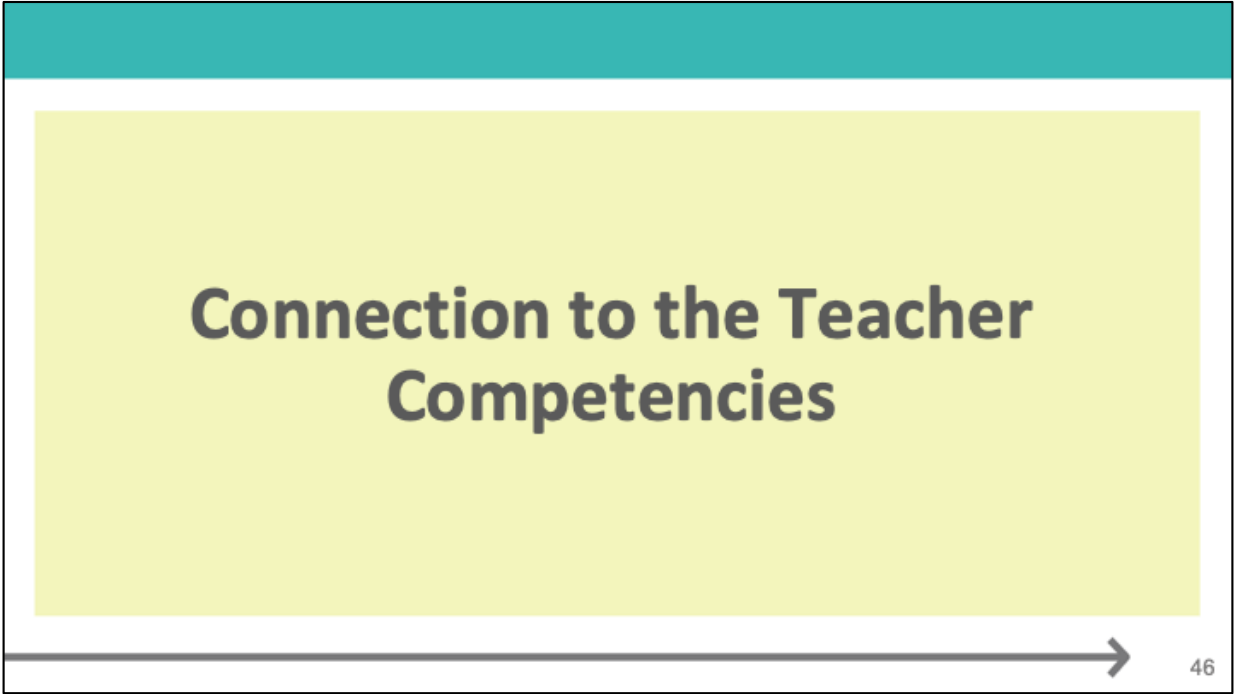
Supporting All Students: Key Takeaway

Appropriate scaffolds and supports create opportunities for all students to meet grade-level standards.

45

- **Duration**: 1 minute

- **Facilitator says**: So we've now experienced and learned that...

- **Facilitator does:** Read slide

SECTION START: 11:25
- **Duration:** 30 seconds
- **Facilitator says**: Let's take a few minutes to see where this content appears in the Competencies you are helping your mentee develop.

Teacher Competencies

Work with a partner:

- Examine the General Teacher Preparation Competencies (p.3) and Disciplinary Literacy Competencies (p. 11-12) and note alignment between the competencies and
    - evidence of student learning
    - diagnosing student learning needs
    - supporting student learning needs
- Be ready to explain.

47

- **Duration**: 20 minutes

- **Facilitator says**: Pull out your Teacher Preparation Competencies document. In just a moment, I'm going to ask you to work with a partner at your table. Together, you will examine the General and Disciplinary Literacy Teacher Preparation Competencies (could also look at Special Education). Your task is to identify specific competency areas where the practices we've learned about this morning are evident.

- **Facilitator does:** Give participants time to review the competencies. Then solicit sharing from participants.

- **Note:** If any participants do not have their teacher preparation competencies with them, they can access them on https://www.louisianabelieves.com/
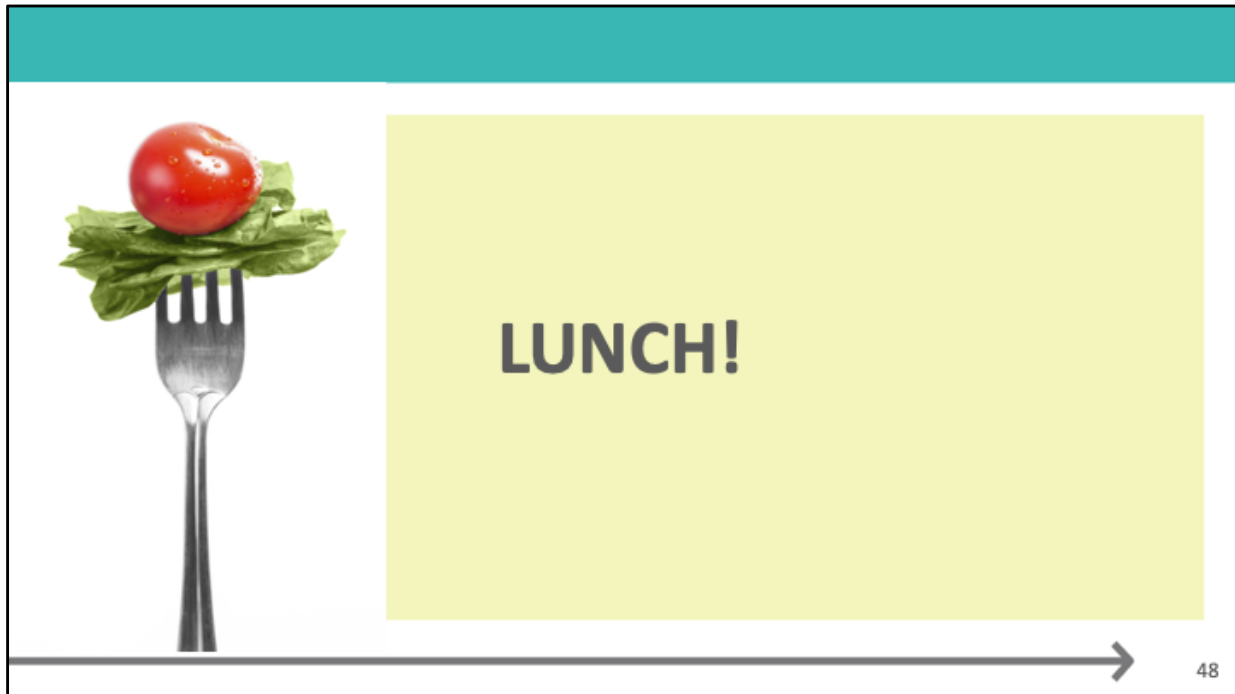
SECTION START: 11:45
●**Duration:** 45 minutes

Kelly's notes to herself:

Potential SMART goal for use with afternoon content: *During the next unit, my mentee will use a combination of a general rubric and a task-specific benchmark to analyze student work and diagnose student learning needs.*

Second potential goal: During the next unit, the teacher will employ steps 2 and 3 in the Conversations Guide to group students thoughtfully and establish consistent norms and procedures for classroom discourse in order to support ALL students' participation in productive discussions, as measured through the Discussion Tracker. (Reviews some key content from Module 5 that is beneficial in completion of the assessment on Adapting High Quality Materials.

- **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.

Module 6 Afternoon Outcomes

MEASURE PROGRESS

- Set new goals and determine future plans for intervention.

●**Duration:** 30 seconds

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

Set New Goals: 3 Key Components

- Examine all data
- Identify progress
- Determine next steps

SET NEW GOALS

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- **Duration**: 30 seconds

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

Examine All Data

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

SET NEW GOALS

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- **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 24-27 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 28 of your handouts, you will see this SMART goal. In this particular scenario the mentee has been working on the following SMART goal (read goal aloud). In a separate packet (**TOM NOTE - ARE YOU DOING "TOPS AND BOTTOMS" HERE???**), you will find three sample pieces of data that was created during this mentee & mentor's work together. You will see the debrief notes from the initial observation, a co-planning document, and analyzed notes from a later classroom visit. Following that sample data, you will see how the mentor has utilized the guiding questions in the first part of the template to examine and analyze this data. Studying this example will provide an example of how you can use the guiding questions in the template to examine the data collected during your work with a mentee.
- You will have 6 minutes to look at the data and this mentor's analysis notes. Be ready to discuss whether you agree or disagree with what they're seeing in the data.
- **Facilitator does:** Provide participants with 6 minutes to read through the example data and example analysis notes in part one of the template. After 6 minutes, bring the group back together and **animate the slide** to reveal the discussion questions. Call on participants to share their thoughts/ideas to the two discussion questions with the whole group.

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

Scenario Practice

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

Data Includes:

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

SET NEW GOALS

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- **Duration:** 12 minutes

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

Practice: Whole Group Share

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

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

SET NEW GOALS

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- **Duration**: 8 minutes

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

Set New Goals: 3 Key Components

- Examine all data
- Identify progress
- Determine next steps

SET NEW GOALS

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- **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 23.
- On page 25 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_A
UIDigB&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: *For the next text, the teacher will plan instruction that addresses every level of the Reader's Circles so that students build a strong understanding of the text as measured by students' responses to text-based questions.* And remember the main conclusion that the mentor drew from examining the data was that there seemed to be a pattern in the student's discussion responses that they had built a strong understanding of the text.
- Let's move on to this next step of work our example mentor has done: identify progress. Now the mentor has considered the questions included in step 2 of the template and jotted down their thoughts on page 23 of your handouts.
- Take 4 minutes to read through the model mentor's notes on "Identify Progress". Please feel free to make notes about what you notice.
- **Facilitator does:** Allow participants to read and review for 4 minutes, then animate slide.
- **Facilitator Says:** Now use the notes you just made to discuss at your tables. What do you notice in their notes? Do you agree or disagree with the mentor's line of thinking? You will have 5 minutes.
- **Facilitator does:** Allow participants to discuss for 5 minutes at their tables. Bring the whole group back together & invite a few participants to share their thoughts.

Photo credit:

Practice & Whole Group Share

Has the teacher made progress?

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

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

Could the teacher benefit from continued work on this goal?

SET NEW GOALS

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- **Duration**: 15 minutes

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

- **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 you will once again go through these same three steps with your mentee in an abbreviated way since you've already gone through them on your own - review the new data, identify progress or lack of, and determine next steps in your work together. This conversation is very similar to debrief conversations you've already learned about in previous modules, just with different guiding questions to keep this conversation focused on setting new goals. Let's look at step 3 in the template we've been using to look at this process in more detail on pages 26-27 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 are going to talk through these steps more briefly during your conversation with your mentee. The third section, includes questions to determine next steps with your mentee in your work together. Together you will determine next steps.
- **(animate the slide)** If you determine that the mentee has not met their SMART goal and there is more work to be done in order to meet it, what next steps need to happen to continue working on this goal? This could be scheduling another model or co-teach activity or even an additional observation where you can provide some specific feedback on the mentee's instruction. If you both agree that the SMART goal has been met based on the evidence in the data collected, there may be one of two ways to move forward in your work together. You and your mentee may already have another instructional practice or skill in mind that has naturally come up in

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

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

Determine Next Steps: Example

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

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- **Duration**: 10 minutes

- Let's return to our example mentee situation we've been using as our model all afternoon. On page 12 of your "Tops and Bottoms" 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.
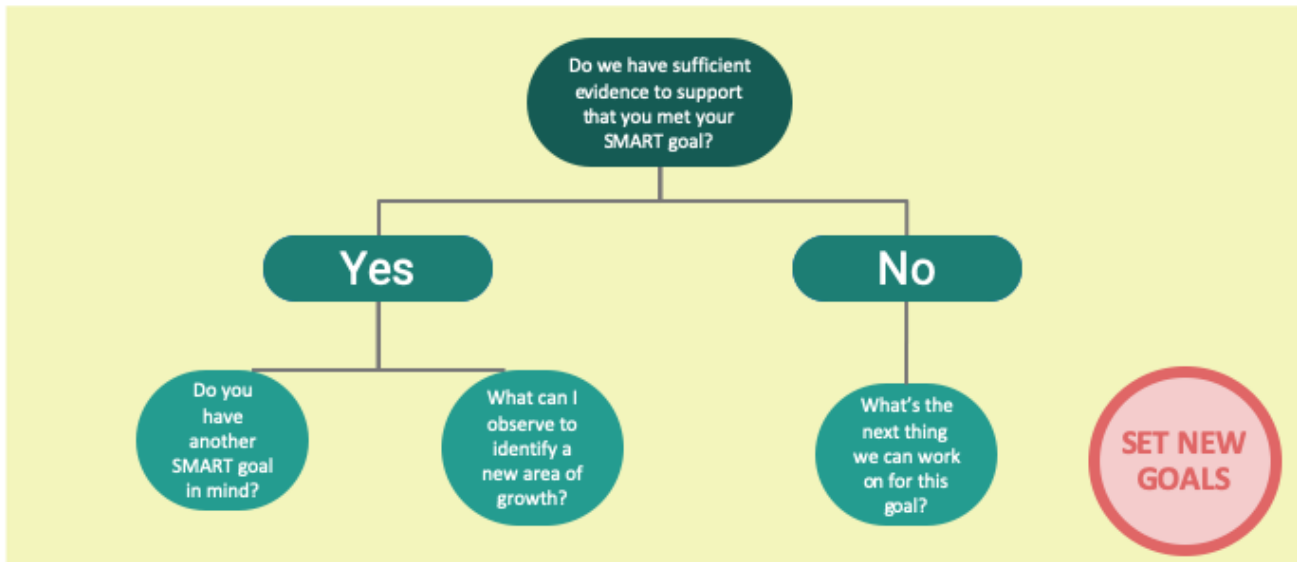
- **Duration**: 15 minutes

- **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 your Carolina Panthers teammate 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].

BREAK!

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.

Adapting High-Quality Materials to Meet Student Needs

Louisiana Department of Education
Adapting High-Quality Materials to Meet Student Needs

Started

Hide Description ∧

A growing body of research supports the theory that high-quality instructional materials serve as an important anchor for educators, providing them with guidance and support with not just what to teach but how to teach it effectively. Unfortunately, too often, educators are expected to create instructional materials from scratch, which makes an already challenging job even more so, particularly for new teachers. Mentor Teachers must be able to help their mentees identify and use high-quality instructional materials and modify those materials to meet the needs of diverse learners.

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- **Duration:** 2 minutes

- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- NOTE: Answers should include the following:
    - Today we learned about meeting the needs all learners through collecting evidence of student learning, diagnosing student needs, and using the supports flow chart to determine how to support students.
    - Remember, the Developing Content-Rich Text Sets and Adapting High-Quality Materials to Meet Student Needs assessments can be completed in your own classroom OR in your mentee's classroom - it's about proving you have the knowledge in these areas to be a mentor.

- **Duration:** 2 minutes

- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- NOTE: Answers should include the following:
    - We've now learned some about the final step in the assessment, monitor progress.

The Assessments

https://my.bloomboard.com/home

- **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 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 - Participants are ready to accomplish this part of the assessment. They know what to "look-for" when it comes to instruction grounded in disciplinary literacy that meets the needs of diverse learners, and they know how to conduct an observation, analyze that data to prioritize a need, and set goals.
    - Develop - They are ready for this part of the assessment as they know how to develop a coaching plan.

- - - Implement - 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 this morning, as well as this 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.
  - Adapting High-Quality Materials to Meet Student Needs
    - Analyze -
    - Develop -
    - Implement -
    - Evaluate -

https://my.bloomboard.com/
Username: learningforwarddemo@bloomboard.com
Password: BBLearning4ward
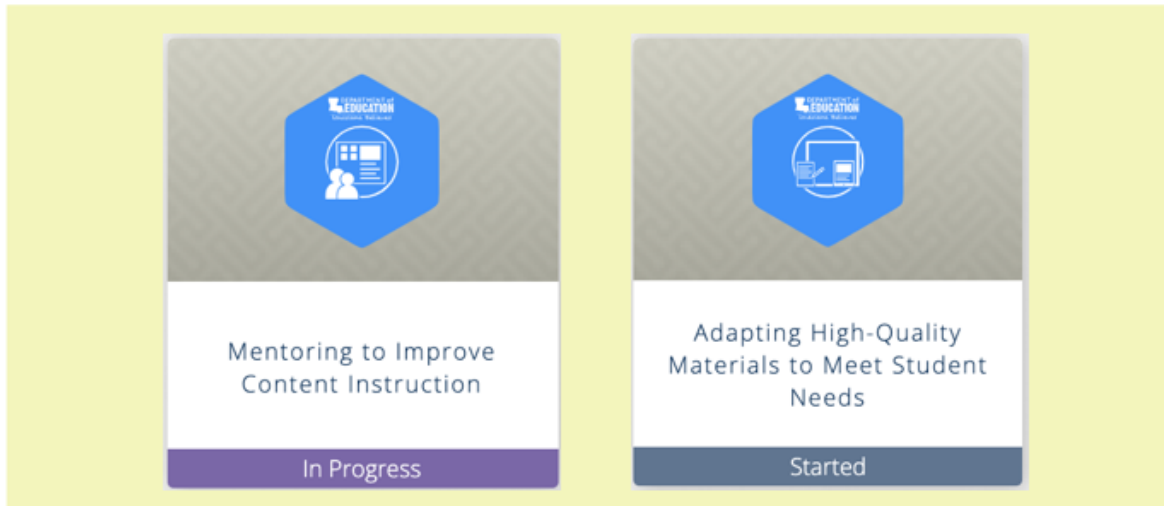
- **Duration:** 15 minutes

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

Module 6 Morning Outcomes

- Use evidence of learning to diagnose student needs in your classrooms, 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 classrooms, as well as support mentees in applying the principles and cycles with their students.

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●**Duration:** 2 minutes

●**Facilitator says:** This morning, we focused on 2 morning outcomes that are focused on meeting the needs of all learners.. [Read the 2 outcomes]

Module 6 Afternoon Outcomes

MEASURE PROGRESS

- Set new goals and determine future plans for intervention.

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●**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

Exit Ticket

Get two sticky notes:

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

●**Duration**: 4 minutes

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

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

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

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