



MENTOR
TEACHER

Module 8: Supporting Speaking & Listening Instruction

Elementary Cohort

January, 2020

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 re-introduce themselves and share a brief background if necessary].

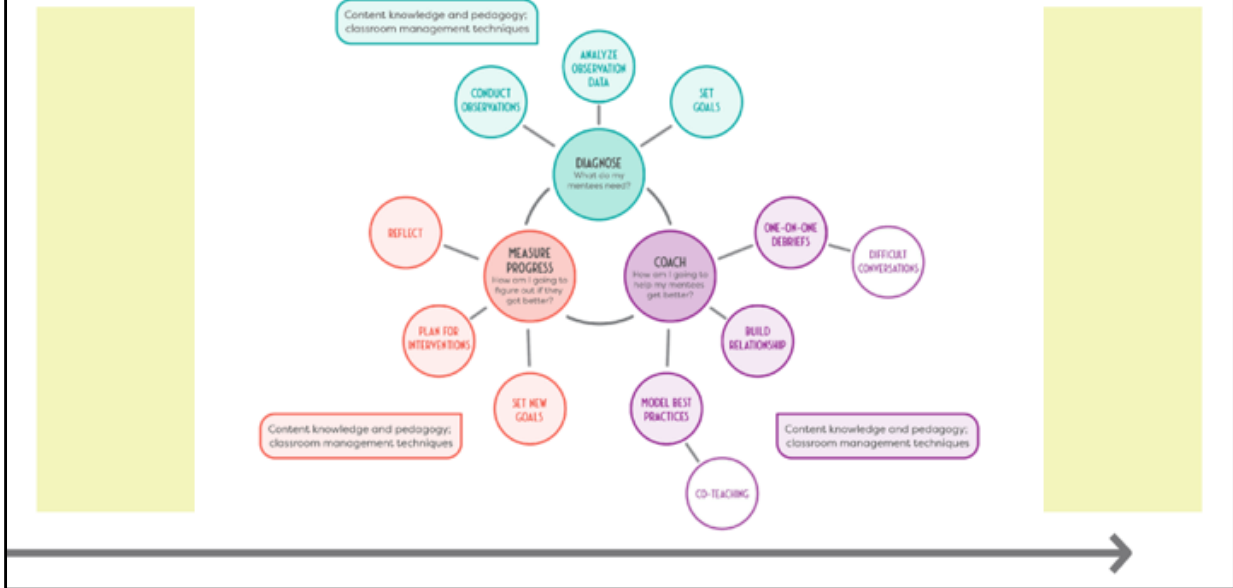
- **Facilitator does:** Ensure everyone has signed in, has materials for the day, and is sitting with his or her learning team. Review logistics for training (restrooms, times, breaks, lunch, etc.) Our morning break will be at 9:40; lunch will be at 11:45; and afternoon break will be at 2:20.

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.

- **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 and ELA, which aligns to our fourth goal. We've also learned how to conduct an observation, analyze observation data and set SMART goals based on the data which addressed goal 2. We learned how to plan for interventions with those interventions being modeling and co-teaching. During our final two days together we will continue to focus on ELA as we continue to deepen mentor content knowledge and content-specific pedagogy (goal 4). And we will practice working our way through the entire mentor cycle!

The Mentoring Cycle



- **Duration:** 1 minute
- **Facilitator Says:** Remember, this is the mentor cycle that grounds our work. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today we will be discussing all components of the Mentor Cycle.

Module 8 Morning Outcomes

- Identify characteristics of a high quality classroom conversation.
- Describe five steps in preparing for classroom conversations that are productive.
- Explain how this content enables the mentor's ability to support the mentee's ELA instruction.

● **Duration:** 1 minute

● **Facilitator says:** During this module, we will focus on two mentoring outcomes in the afternoon and two content-oriented outcomes this morning.

The state of Louisiana has invested significantly in the development of Tier 1 curriculum to ensure all educators have access to high-quality curriculum and instructional materials. This investment resulted from compelling research on the impact on students when teachers work with HQ curriculum. We are committed to teachers and students having these materials – particularly our newest teachers and our teachers serving our most vulnerable students. Today's curriculum focus is on the listening and speaking skills embedded in the Louisiana Tier 1 Curriculum - Guidebooks 2.0.

Module 8 Afternoon Outcome

- Apply the mentor cycle fluently with mentee.

● **Duration:** 1 minute

● **Facilitator says:** This afternoon you will have the opportunity to work through the entire mentor cycle utilizing a case study based on the content area we have focused on during the morning of today's module.

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

Today's Agenda



- Welcome and Outcomes
- ELA Focus: Speaking and Listening
- Connection to Competencies
- Lunch
- Scenario Practice
- Connection to Assessments
- Wrap-up

● **Duration:** 1 minute

● **Facilitator says:** Let's take a look at our agenda for today.

Our 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

● **Duration:** 1 minute

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

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

Icebreaker: 30 Second Commercial

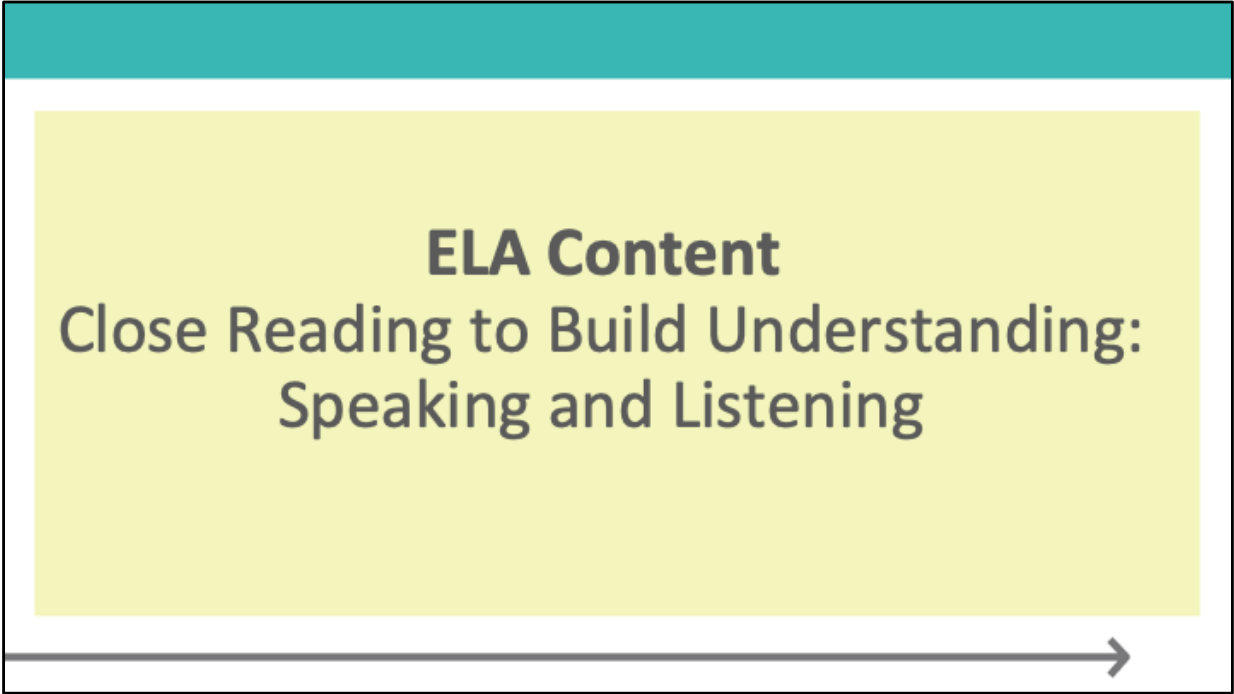
- Work with your learning team
- Develop a 30 second commercial for mentoring
- Team up & act out the commercial



●**Duration:** 10 minutes

●**Facilitator says:** Before we dive into content, we wanted to do a quick, fun and silly activity. With your learning team you will have 5 minutes to create a 30 second commercial for mentoring. Think about everything you've learned so far and your real life experiences and create a commercial. After 5 minutes you will partner up with a different learning team and act out your commercial for each other.

●**Facilitator does:** Circulate while teams are working to put together their commercial. After 5 minutes help teams partner up and act out their commercials for each other. If time, choose one or two to perform for the whole group.



ELA Content
Close Reading to Build Understanding:
Speaking and Listening

SECTION START: 8:50

Duration: 30 seconds

Facilitator does: Today's content focus will be on speaking and listening - specifically how to engage students in meaningful, text-based discussions in your ELA classrooms.

Do Now

Think about text-based discussions your students have engaged in this year.

- What makes a discussion successful?
- What makes a discussion unsuccessful?

10

Duration: 4 minutes

Facilitator does: Have participants reflect independently before sharing with a partner; encourage them to be specific and provide evidence/examples from their own classrooms. There is space for participants to write their thinking in the handout on p. 5. If time allows have a few participants share out with the whole group.

What Does a Text-Based Discussion Sound Like?

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

James Baldwin

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

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

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

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first, and he thought of a plan for doing it in a very strange, roundabout way. (20)

In the first place, he ordered his blacksmith¹ Vulcan, whose forge² was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden, and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere stone being, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

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

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

➔ 11

Duration: 8 minutes

Facilitator says: Let's start by examining a classroom conversation case study. This case study features an 8th grade classroom that has just finished their three-day study of the Prometheus text and are now engaging in a classroom conversation. The text they have been studying is on pages 6-10, and the conversation is on pages 11-12.

Facilitator does: Review directions and look fors, then point participants to the case study in handout. Provide 4-5 minutes of independent reading time, then click to reveal the discussion prompt. Have participants discuss at their tables or with a partner. Afterwards, invite 2-3 participants to share with the whole group.

Look fors: Answers will vary, but some effective aspects include:

- The discussion has a clear focus
- The students have had ample opportunity to read and understand the text in question
- The questions are text-dependent and require evidence
- The teacher has created routines and structure (i.e. establishing "4-person groups" and "elbow partners," and providing Conversation Stems)
- A variety of students are participating

- Students are returning frequently to the text and citing evidence

Speaking and Listening Skills...

High-quality classroom conversations don't happen overnight!



12

Duration: 30 seconds

Facilitator does: Acknowledge some of the challenges raised in the Do Now (in response to: “what makes a discussion unsuccessful?” Use that as a transition into framing for this session...

Facilitator says: High-quality classroom conversations like this one do not happen overnight. Know that it's okay to start small! Every little bit of Speaking/Listening (SL) instruction and practice and feedback will begin fostering the type of academic discussions and collaborative learning community we just examined. It takes time, and meaningful practice and feedback are the tools your students need to grow. And fortunately, opportunities for SL (big and small!) are embedded everywhere in the Guidebooks! And there's also a very helpful framework that outlines steps you can take to prepare for productive, text-based conversations...

Image Source: Public Domain

- <https://pixabay.com/en/germ-plant-seedling-live-nature-2871773/>

How Do You Prepare for Text-Based Conversations?



- **STEP ONE:** KNOW THE TEXT
- **STEP TWO:** CREATE A SUPPORTIVE ENVIRONMENT
- **STEP THREE:** ESTABLISH NORMS AND PROCEDURES
- **STEP FOUR:** PURPOSEFUL PLANNING
- **STEP FIVE:** USE TALK MOVES

13

Duration: 30 seconds

Facilitator says: The Guidebooks Classroom Conversations Guide outlines 5 steps to help you plan and lead an effective text based discussion and also includes links to videos and additional resources.

Facilitator does: Have participants independently review the five steps listed or have volunteers read each step aloud.

Facilitator says: Today we are going to explore each of these 5 steps in depth and examine them specifically through the classroom case study we just read.

Note: A copy of the guide is included in participant handout on p. 13-15.

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

Step 1: Know the Text

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

14

Duration: 30 seconds

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

Helpful Resource: Student Look-Fors

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

Teaching notes

 Print all

Student Look-Fors:

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

15

Duration: 4 minutes

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

Facilitator does: Point participants to the look fors in their handout on p 16-17 and review directions. After 2 minutes of independent review, have participants discuss and summarize the key look fors.

Facilitator says: Before beginning any classroom conversation, be sure to review the student look-fors provided in the Teaching Notes in the Guidebook. These are exemplar responses aligned to the grade-level standards. They capture the thinking students should be expressing during the conversation.

Analyze the Classroom Case Study

Discuss with a Partner:

- How does the teacher demonstrate a deep understanding of the text?
- How does the teacher support students in demonstrating a deep understanding of the text?

Step 1:
Ensure you have a deep understanding of the text or topic under discussion and student look-fors.

16

Duration: 5 minutes

Facilitator says: Now let's go back into our case study and see how and where we see evidence of Step 1. Specifically...

Facilitator does: Read two bullets. Then, direct participants to work with a partner to identify specific evidence in their case study. They can annotate/highlight/mark-up the text. Encourage them to be specific and be prepared to explain their evidence. Provide 4 minutes of work time, then invite participants to share out with the whole group.

Look fors:

- The teacher prompts students to build on ideas that begin to get at the exemplar response: i.e. "So you think that Jupiter is afraid of what might happen if humans get fire. Can anyone add to Jasmine's idea?"
- The teacher directs students to underline key evidence that is found in the look-fors and will help them get closer to the meaning: i.e. "So, Jupiter says it is best "It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy" Everyone, take a minute and underline that line in

the text-it's at the top of page 2.”

- The teacher also supports students by providing them ample opportunities to discuss and hear others' ideas (whole group, elbow partners, 4-person groups).

Step 2: Create a Supportive Environment

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

Turn and Talk:

- What does a supportive environment look and sound like?
- What does it take to build this type of environment?

17

Duration: 3 minutes

Facilitator says: Now let's take a look at the second step – creating a supportive environment, which means creating an environment which supports ALL students in engaging in productive conversations. Before we dig in, what does this mean to you? How do you know when you've achieved this type of supportive environment? What does it take to build this type of environment?

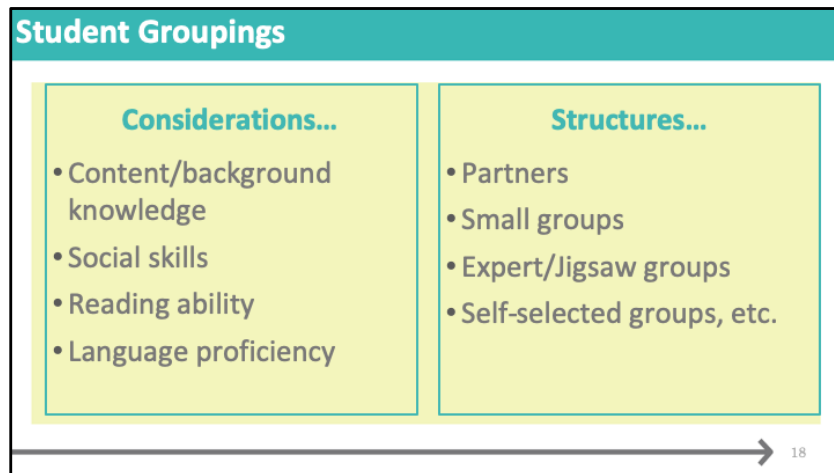
Facilitator does: Click to reveal discussion prompts and have participants turn and talk before sharing out with the whole group.

Facilitator says: It's important to point out this isn't a "one time step" – this is an ongoing process that you must be intentional about building and maintaining throughout the year!

Look for/emphasize:

- This means setting up an environment in which all student ideas are valued and heard.
- Students must feel safe both to share their ideas at the risk of being wrong

and to revise their thinking based on the ideas of others.



Duration: 30 seconds

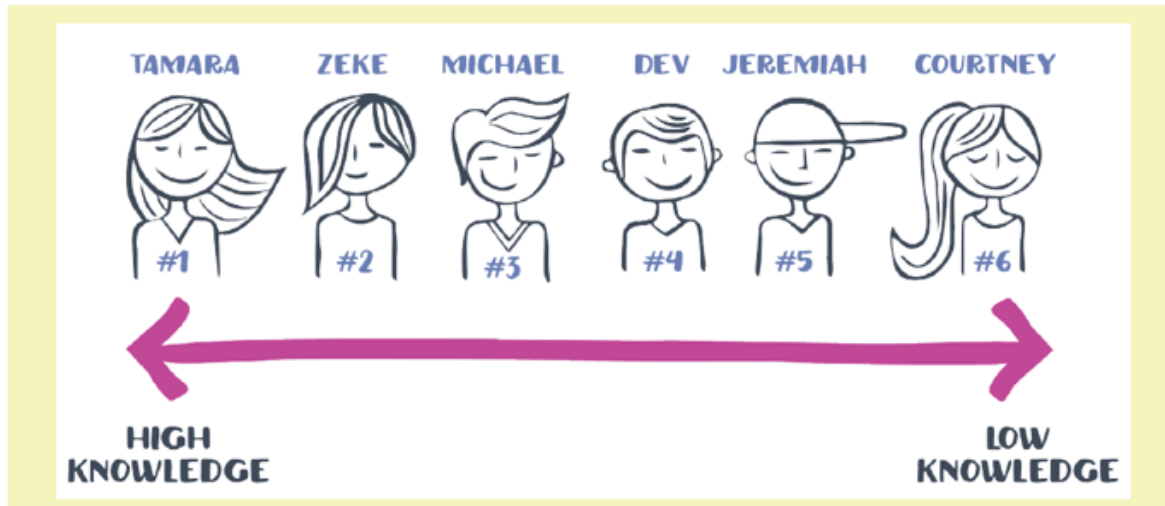
Facilitator says: One factor in creating a supportive environment is thoughtful grouping for discussion. There are many factors to consider when pairing/grouping students, such as content knowledge, social skill levels, and language proficiency.

Student grouping needs to be varied and groups should sometimes be self-selected based on common interests. Homogenous groups or same-ability groups work well for specific tasks like problem solving. For example, two students learning English as a new language might collaborate in their home language as they work on tasks to be completed in English.

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

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

Balance and Accountability Are Key



19

Duration: 30 seconds

Facilitator says: When you are forming heterogeneous groups, there are two important things to consider: balance and accountability. To achieve both of these things you need to be intentional about how and why you pair students. It's important to point out that balance is NOT about pairing the most and the least....for instance, you wouldn't pair the LEAST talkative student with the MOST talkative student. It will likely be a very one-sided conversation. Same goes for grouping or pairing based on content knowledge or language proficiency. The best guidance we can give about this is to think about ranking students based on the criteria you want to group them by (in this case, grouping based on content knowledge). Once you have a visual of the order/ranking of your students, imagine folding that list to make double doors. So in a class of 24 students, the highest student on your list would not be paired with the lowest – they would be paired with a student in the middle, let's say a student who is #12 on this list.

Additional Context from the Guidebooks Conversation Guide:

To form heterogeneous groups, start by identifying the task to be completed. Use that knowledge to determine which factor is most important for the success of the group work. For example, if the task is a debate, students' social skill levels might be more important for the

success of the group work than content knowledge. Create a continuum from high-to-low for the selected factor. For each class of students, place the names in order on the continuum. Then, number the names. Start grouping students so that the ability levels are more closely matched. For example, out of a class of 24 students, place student #1 with student number #13, student number #2 with student number #14, and so on.

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

Analyze the Classroom Case Study

Discuss with a Partner:

- What evidence do you see of a supportive environment?
- How are students grouped in this discussion?

Step 2:
Create an environment which supports all students in engaging in productive conversations.

→ 20

Duration: 4 minutes

Facilitator says: Now let's go back into our case study and see how and where we see evidence of Step 2. Specifically...

Facilitator does: Read two bullets. Then, direct participants to work with a partner to identify specific evidence in their case study. They can annotate/highlight/mark-up the text. Encourage them to be specific and be prepared to explain their evidence. Provide 3 minutes of work time, then invite participants to share out with the whole group.

Step 3: Establish Norms and Procedures

Establish consistent norms and procedures for conversations.

Share Out:

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

21

Duration: 2 minutes

Facilitator says: A third factor is to establish consistent norms and procedures for conversations. These norms should be agreed upon by all students at the beginning of the year, should be emphasized in each classroom conversation and should be posted in the classroom. It's also important to point out that these norms and procedures don't just happen by being posted and visible – they need to be explicitly modeled and practiced!

Facilitator does: Click to reveal discussion prompt and have participants discuss at their table groups. Afterwards, call on three different tables to each share out a norm or procedure from the case study.

Look fors:

- Norms:
 - Everyone comes prepared with their copy of the text
 - Always cite text evidence to support your ideas
 - Speak in complete sentences
 - Listen actively and respectfully
- Procedures:

- Cold calling (students are comfortable and prepared when cold called)
- How to elaborate or build on another's idea
- How to cite text evidence
- Underlining/annotating the text
- How to get into different groupings, i.e. elbow partners or 4-person groups
- Group sharing onto anchor chart
- Using tools such as a "Conversation Stems" handout
- Goal setting

Video Look Fors

As you watch the video, look for:

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

22

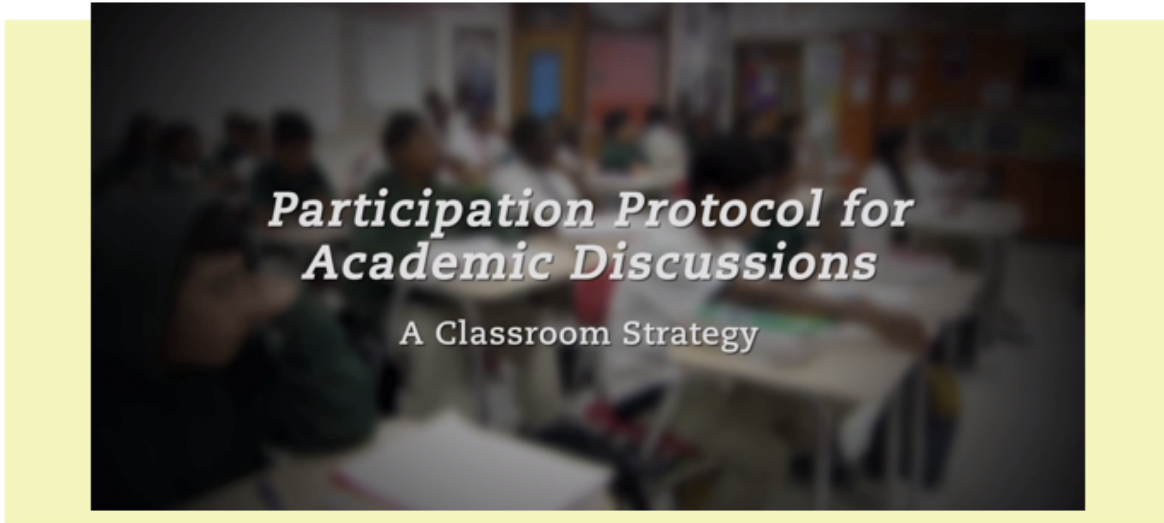
Duration: 30 seconds

Facilitator says: Now let's see another example of norms in action. We are going to watch this 6th grade classroom video. As you watch, look for:

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

Facilitator does: Point participants to the space in their handout on p. 18 where they can record their notes from the video.

Norms and Procedures in Action



23

Duration: 3 min

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

Let's Discuss!

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

24

Duration: 4.5 minutes

Facilitator does: Have participants discuss at their table groups, then invite participants to share out with the whole group.

Look fors:

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

Step 4: Purpose and Planning

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

→ 25

Duration: 30 seconds

Facilitator says: Now let's look at step 4: Identify the purpose of and provide guiding questions for each conversation. What does this mean? When planning a conversation, it is important to identify the purpose of the conversation and its connection to the unit focus or the text under study. Once you have a clear purpose established, you can then use the resources available to you in the Guidebooks (the teaching points and student look fors) to think about the questions you can ask to support students in demonstrating the key look fors.

Analyze the Classroom Case Study

Discuss with a Partner:

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

Step 4:
Identify the purpose
of and provide
guiding questions for
each conversation.

26

Duration: 4 minutes

Facilitator says: Now let's go back into our case study and see how and where we see evidence of Step 4. Specifically...

Facilitator does: Read two bullets. Then, direct participants to work with a partner to identify specific evidence in their case study. They can annotate/highlight/mark-up the text. Encourage them to be specific and be prepared to explain their evidence. Provide 3 minutes of work time, then invite participants to share out with the whole group.

Look fors:

- The purpose of the conversation was to analyze characters' actions/motivations (Prometheus and Jupiter) and how they impact the meaning of a text.
- The Guiding Questions directly align to this goal, but they break it down into manageable chunks by first focusing on Jupiter and then moving on to Prometheus.

Step 5: Use Talk Moves to Guide the Conversation

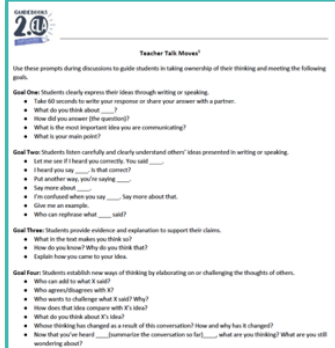
Guide conversations with “talk moves”
to determine student understandings
and misconceptions.

27

Duration: 30 seconds

Facilitator says: Finally, step 5 is to keep the conversation moving in a productive manner and to guide students as needed by using “talk moves.” Engaging in productive classroom conversations can help students develop more complex thought and can reveal their misunderstandings. Use these conversations as an opportunity to keep track of and guide student learning. As students reveal their misunderstandings, it is important to help them revise their thinking. Having illogical conversations or conversations about inaccurate content could harm rather than support student learning.

What Are “Talk Moves”?



Teacher Talk Moves*

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

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

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

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

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

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

- What is the best evidence you think is?
- How do you know? Why do you think that?
- Explain how you came to your idea.

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

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

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

➔ 28

Duration: 4 minutes

Facilitator says: So what exactly are “talk moves”? Take a moment to review the “talk moves” on p. 19.

Facilitator does: Direct participants to the Talk Moves handout, review the directions and provide 2 minutes of independent reading time. Afterwards, have participants summarize with a partner and invite a 1-2 participants to share out with the whole group.

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

Look for/emphasize:

- Talk moves are prompts to support students in taking ownership of their thinking and in engaging in speaking and listening

- Four goals of talk moves:
 - Clearly expressing their ideas through writing or speaking
 - Listening carefully and clearly understanding others' ideas
 - Providing evidence and explanation to support their claims
 - Establishing new ways of thinking by elaborating on or challenging the thoughts of others

Analyze the Classroom Case Study

Discuss with a Partner:

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

Step 5:
Guide conversations with “talk moves” to determine student understandings and misconceptions.

29

Duration: 5 minutes

Facilitator says: Now let’s go back into our case study and see how and where we see evidence of Step 5. Specifically...

Facilitator does: Read two bullets. Then, direct participants to work with a partner to identify specific evidence in their case study. They can annotate/highlight/mark-up the text. Encourage them to be specific and be prepared to explain their evidence. Provide 4 minutes of work time, then invite participants to share out with the whole group.

Look fors:

- The teacher demonstrates all four types of Talk Moves. Some examples include:
 - Goal 1: Students clearly express their ideas through writing or speaking.
 - Provides time for students to prepare: “Take a minute to think, look back at your text, and then we’ll share ideas.” (*teacher waits until most students seem ready to proceed*)
 - Restates/clarifies a student’s key idea: “So you think that Jupiter is afraid of what might happen if humans get fire. Can anyone add to Jasmine’s idea?”
 - “When you’ve finished discussing, please respond in writing, to the first two questions on the Discussion Question sheet I gave you earlier.”
 - Goal 2: Students listen carefully and clearly understand ideas presented in writing or speaking
 - “Joshua, can you say more about that?”

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

Capture Your Learning

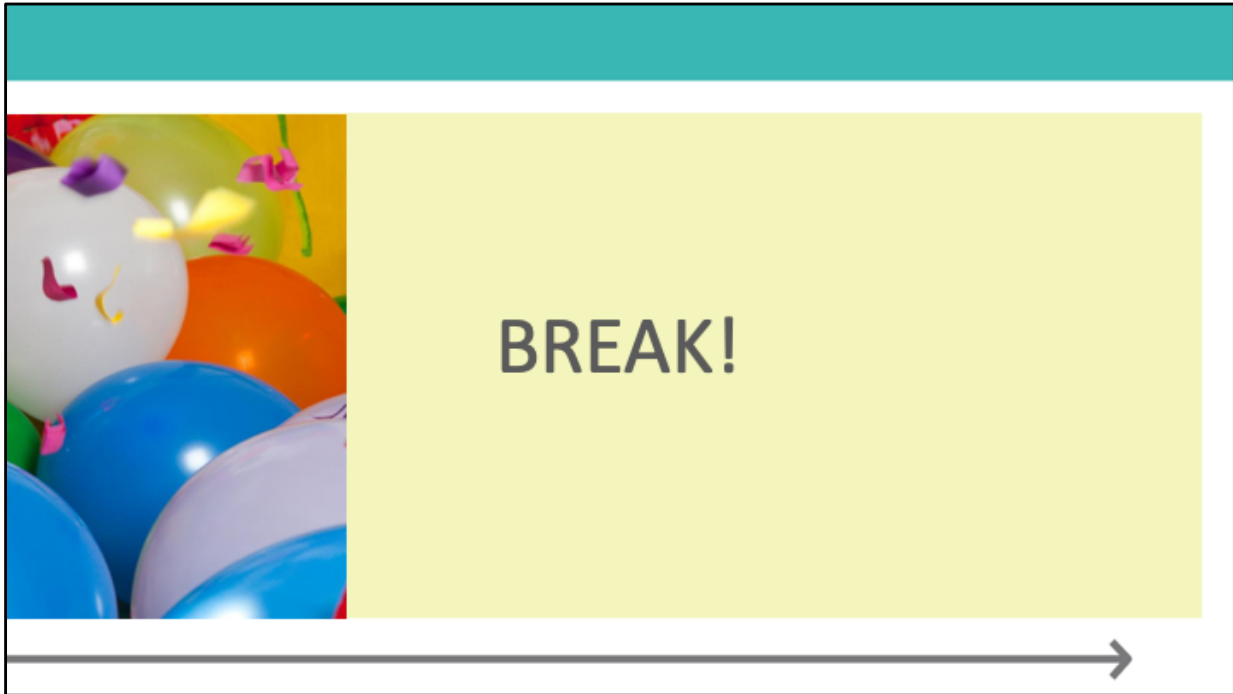
- Name and briefly explain the five steps to preparing for a productive classroom conversation.
- Give an example of a talk move you could use in your classroom. What purpose does this talk move serve?
- What new learning from this section will most benefit your work as a mentor?

30

Duration: 5 minutes

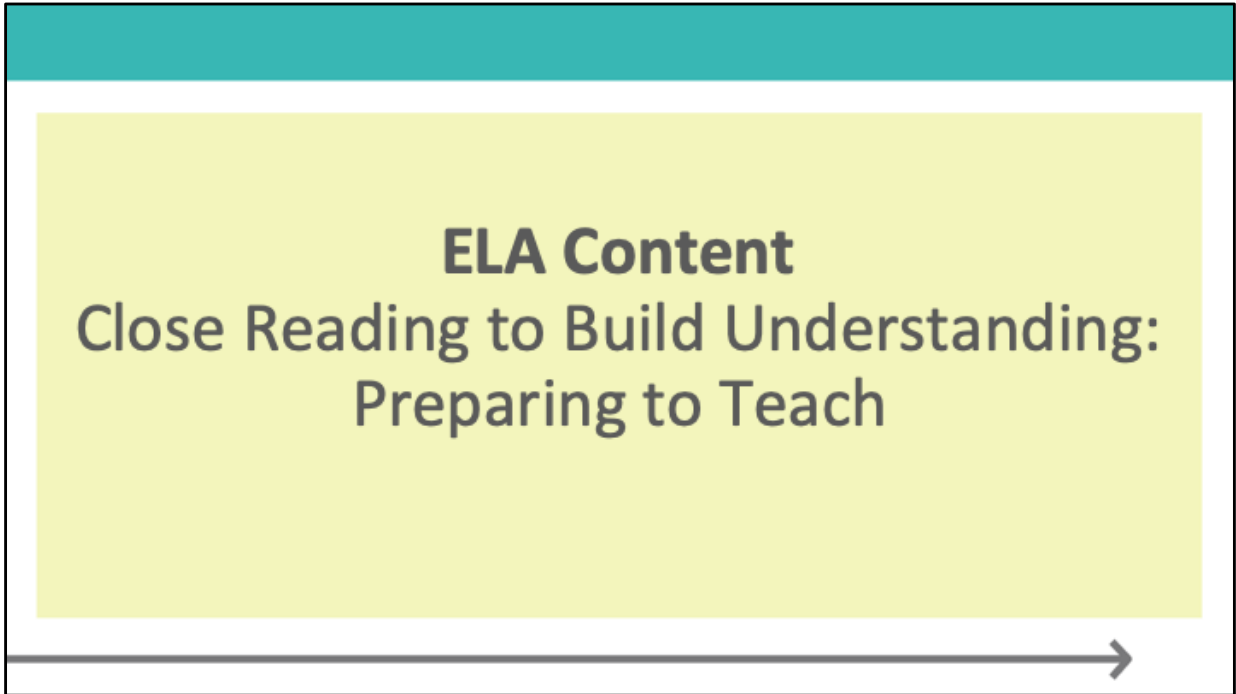
Facilitator says: Before we wrap up, it's important that we summarize and capture learning from today's session. Please take a few moments to reflect on these three questions and record your responses in the space provided in your handout.

Facilitator does: Direct participants to their handout on p. 20, where they have space to "capture their learning" from today's session. Provide time for participants to record their thinking in response to the questions on the slide.



SECTION START: 9:50

●**Duration:** 15 minutes



SECTION START: 10:05

Duration: 30 seconds

Facilitator says: In this session we are going to think about implementation of a text-based discussion with your own students.

Do Now

- When you teach a lesson, how do you know that students have achieved the goals you've set?
- What types of evidence of student learning (i.e. assessments, writing pieces, work samples) do you find most helpful in measuring student progress?

33

Duration: 5 minutes

Facilitator does: Review questions and have participants record their thoughts in their handout on p. 21 before turning and talking at their tables. Afterwards, invite participants to share out with the whole group.

Your Task

- **Plan and implement** a text-based student discussion in your classroom.

34

Duration: 30 seconds

Facilitator says: We are going to practice planning a text-based discussion that could ultimately be implemented in your classroom. We are also doing this so if any of your mentees have something like this as their SMART goal you will be better equipped in supporting them in working toward that goal.

Break it Down

1. Select an upcoming lesson from your Guidebooks unit.
2. Plan out a text-based discussion using the 5 steps outlined in the Classroom Conversations Guide.
3. Implement a text-based discussion and collecting evidence of student learning.

Duration: 45 seconds

Facilitator says: Let's break this task down into steps. Take a moment and review these steps.

Now let's take a closer look at each one.

Facilitator does: Click to emphasize and read step 1.

Facilitator says: We are going to do this step today. We've chosen a lesson for us to practice with all together, which is in your handout packet. However, if you want to plan for an upcoming Guidebooks lesson that you know you have upcoming in your own or your mentee's instruction, please feel free to complete the template based on that lesson rather than the lesson provided. If you do not have an upcoming Guidebooks lesson or you do not use the Guidebooks, please for today's purposes, use the provided 4th grade lesson we will be using as our example.

Getting Started – Option 1

Section 7 (Lessons 25-29):

Lesson 25: Describing characters: Is Percy a hero?
From LDOE
Students continue reading the text and refine their definition of a hero.

Lesson 26: Describing characters
From LDOE
Students read Chapter 16 and discuss the events that occur in the chapter.

Lesson 27: Summarizing a story
From LDOE
Students read with a partner a chapter in the text and discuss the events that occur.

(LearnZillion, 2017)


36

Duration: 30 seconds


Facilitator says: Each Guidebook unit contains several opportunities for rich discussions. There may be a formal discussion opportunity, like a Socratic Seminar or a lengthy full class discussion. Or the lesson may include several text-dependent questions that students can discuss.

Getting Started – Option 2

Choose a text dependent question from an upcoming lesson and plan a discussion around it

 **Lesson 25: Describing characters: Is Percy a hero?**
From LDOE
Students continue reading the text and refine their definition of a hero.

Card 5 of 10
Let's Read! ▾ Full screen



- Read Chapter 15 of *The Lightning Thief*.
- Add Ares to your mythological characters chart.
- Add the words proposition and canopy to your vocabulary log. Use context from the chapter to define the words.

Teaching notes

Suggested Pacing: ~30 minutes

Directions:

- Read the directions on the slide. If necessary the first part of the chapter can be summarized for the students. Percy, Annabeth, and Luke communicate with Luke at Camp Halfblood via "his messaging." Luke informs them that there are problems arising at the camp because of the feud between the gods. Luke asks Percy about the flying shoes. Percy doesn't tell Luke he gave them to Grover. (This information is important later when Percy realizes who betrayed him.) After they leave the carwash, Ares approaches the three friends in a

37

- **Duration:** 30 seconds
- **Facilitator says:** Some of the guidebooks lessons do not have a formal discussion-based lesson. However you can always use some “Let’s Discuss” questions that are already built into the lesson. Most lessons already have this discussion opportunity built in! But if you come across a lesson that is mostly reading and annotating, you can choose any text-dependent question for students to talk about. For today’s purposes we’re going to practice using the “Let’s Discuss” questions that are already built into the lessons. We’ve chosen **Grade 4, Lesson 25 from the Lightning Thief Unit - Describing Characters-Is Percy a hero?** This lesson contains a few Let’s Discuss questions that you will be able to use to practice planning for a classroom discussion. The lesson can be found in your handout on pages 22-27.

Break It Down

1. Select an upcoming lesson from your Guidebooks unit.
2. Plan out a text-based discussion using the 5 steps outlined in the Classroom Conversations Guide.
3. Implement a text-based discussion and collecting evidence of student learning.

Duration: 30 seconds

Facilitator does: Click to emphasize step 2.

Facilitator says: Now that we have our lesson picked out, we can start planning. We will be using the 5 steps outlined in the classroom conversations guide to support us in planning this discussion. You will have 40 minutes in our session today to get started on this step! Let's take a closer look at the planning template you will use...

Planning Template

Planning a Productive Classroom Conversation

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

Name: _____ Grade: _____
Unit: _____ Lesson(s): _____

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

Text What text will students read to prepare for this discussion?	Big Idea What is the "big idea" you want students to understand about this text?

Student Look Fors
What do you want to hear students talking about in this discussion?

Review the planning template.

- What is the first thing you must do before you can complete step 1?
- What questions do you have before you get started?

39

- **Duration:** 4 minutes
- **Facilitator does:** Orient participants to the planning template in their handout on pages 29-31 and provide time for them to review independently. Invite participants to ask any clarifying questions before they get started. Check for understanding about what they will need to do to complete the first part of the template.
- **Look for:**
 - In order to complete the planning template, they first have to carefully read the text!
 - The next step should be studying the student look fors in the teaching notes.
- **Facilitator says:** You may not complete your entire plan today – that is ok! Today is just about getting started! Even just getting started will grow your content knowledge about speaking and listening and will better prepare you to support your mentee in the areas of speaking and listening.

Break It Down

1. Select an upcoming lesson from your Guidebooks unit.
2. Plan out a text-based discussion using the 5 steps outlined in the Classroom Conversations Guide.
3. Implement a text-based discussion and collecting evidence of student learning.

Duration: 30 seconds

Facilitator does: Click to emphasize step 3.

Facilitator says: Let's talk a little bit about when implementing text-based discussions and how you may collect evidence of student learning.

Evidence of Student Learning...

Might Look Like...

- Student work
- Discussion tracker
- Student writing
- Exit tickets, etc.

Should...

- Align to specific outcomes
- Be observable, measurable
- Provide actionable data
- Be authentic

41

Duration: 30 seconds

Facilitator does: Click to reveal the first text box to provide a few examples of what evidence of student learning might look like.

Facilitator does: Click to reveal the second text box to explain the characteristics of high quality evidence of student learning.

Facilitator says: When conducting text-based discussions in your classrooms here are some pieces of evidence that would show student learning has occurred. We also have an evidence collection tool that we are going to look that that could be used in your classrooms to help collect this evidence during implementation of a discussion. Remember that any of these pieces of evidence will be key for you to collect to support your debrief and planning with your mentee.

Examining Evidence

Examine the evidence collection tool and sample.

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

Your Response:

Complete the following chart. Choose at least 2 pieces of evidence from the text to support your answer and explain how each piece of evidence supports your answer to the question.

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

42

Duration: 5 minutes

Facilitator does: Direct participants to their handout on p. 32 to examine the sample evidence collection tool and sample evidence. This tool is included as part of the “Planning Template” that teachers will use later on to create their plan. Point out that there is a **completed sample** so that participants can get a sense of what students are expected to do. Then point out that the blank version is what they will provide to their own students AFTER the text-based discussion so that we can collect evidence of student learning from that lesson.

Provide a few minutes of independent review time. Then have participants discuss what they notice/wonder with their partners. Afterwards, invite participants to share what they wonder/any questions they have with the group.

Additional Resources for Planning

The image displays three handouts from the Classroom Conversations Guide. The first handout, titled 'CONVERSATIONS', outlines the purpose of English Language Arts (ELA) to build students' oral, written, and media literacy skills and provides a list of strategies for facilitating classroom conversations. The second handout, titled 'Teacher Talk Moves', lists 12 specific prompts designed to guide students in taking ownership of their thinking and listening. The third handout, titled 'Conversation Stems for Grades 6-8', provides a table of stems for students to use in conversations, categorized by purpose such as 'represent your ideas clearly', 'listen carefully and clearly understand the ideas presented', 'dig deeper and provide evidence to support your claims', and 'establish new ways of thinking by elaborating or challenging the thinking of others'.

Duration: 45 seconds

Facilitator says: Before you get started with planning I want to just remind you of the resources that are available in the Guidebooks....

Facilitator does: Click and briefly recap each resource and where it is located (for our purposes we've included hard copies of all of these in their handouts)

Facilitator says: Remember that the Classroom Conversations Guide outlines the “5 steps” in preparing for a productive text-based discussion. Just for your reference, you can also download this document by accessing the “getting started tab” of any unit.

Facilitator says: The Talk Moves handout lists all of the different prompts you can use to guide classroom conversations and to support students in engaging in high-quality discussions. Just for your reference, the Talk Moves document can be accessed directly through a link listed on the Classroom Conversations Guide.

Facilitator does: Finally, we've included a handout of question stems, which are

stems that students can use when engaging in discussions with their peers.

Connection to Mentoring & Assessments

- **Reading Complex Grade-Level Texts Assessment**
 - DEVELOP
 - “What supports/strategies will you integrate to meet the individual needs of all learners and in order to move students toward deeper understanding of meaning the text?”
 - IMPLEMENT
 - Student work samples could be oral responses recorded from a class discussion.
 - Your annotations could be done in written form about the oral responses OR recorded following the student response.
- **Mentoring to Improve Content Instruction**
 - The mentee’s goal could be geared toward facilitating student discussions

Duration: 2 minutes

Facilitator says: You are about to have your work time to utilize the template and make a plan. For those of you who teach ELA, this should be right up your alley and feel free to utilize an upcoming guidebooks lesson of your choice. For those of you who do not teach ELA or do not use the Guidebooks, remember this is about practicing these skills so you can mentor a teacher who may be engaging in ELA lessons like this.

We also want to take the time right now before you begin this work to point out the connections to this content in the assessments. One of the ELA assessments, Reading Complex Grade-Level Texts, allows for opportunities to apply this work. Under DEVELOP, it asks the question (read slide). These supports/strategies could be things you learned about this morning such as providing discussion stems, grouping structures, etc. Under IMPLEMENT, it talks about submitting student work samples. While an obvious kind of sample to submit is written responses, you can also submit recordings of student oral responses instead, and provide a written narrative of the audio recording as your annotation. This work also highly aligns with the Mentoring to Improve Content Instruction especially if the mentee’s goal is focused on facilitating student discussions in their ELA classroom.

Time to Plan

Planning a Productive Classroom Conversation

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

Name: _____ Grade: _____
Unit: _____ Lesson(s): _____

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

Text What text will students read to prepare for this discussion?	Big Idea What is the "big idea" you want students to understand about this text?

Student Look Fors
What do you want to hear students talking about in this discussion?

Make a plan for implementing a productive classroom discussion using the providing planning template.

45

Duration: 40 minutes

Facilitator does: Have participants begin working independently or with a shoulder partner in their planning templates. Circulate during work time to support as needed. Provide time checks (20 minutes left, 5 minutes left, etc.)

Share with a New Partner

- **Describe** your plan for implementing a text-based discussion and for collecting student evidence
- **Discuss:** What do you think would be most challenging about leading the discussion you planned and gathering evidence of student learning? How would you overcome this challenge?

Duration: 5 min

Facilitator does: Review discussion prompts. Provide 30 seconds of independent reflection time so that participants can think about question #2 before they discuss. Have participants stand up, hand up, pair up with someone sitting at a different table and share an overview of their text-based discussion. If time allows, invite participants to share a great idea they heard from their partner.

Consider Implications

Think about the Speaking & Listening and Preparing to Teach lessons we covered this morning.
What are the implications for your role as a mentor?

- **Duration:** 3 minutes
- **Facilitator says:** Let's think about what we've covered this morning. What implications does that learning have for you in your role as a mentor?
- **Facilitator does:** Ask 3-4 people to share with whole group.

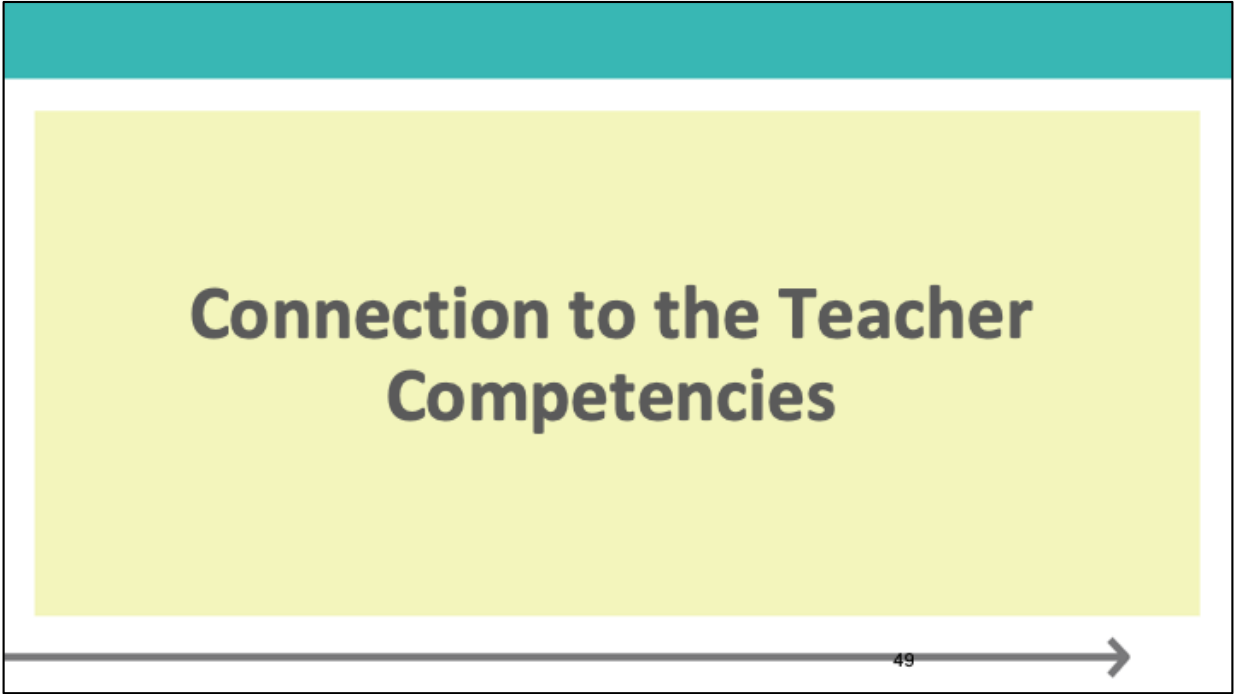
Morning Content: Key Takeaways

Text-based discussions contribute to high-quality classroom conversations.

Mentors can support mentee practice by learning & implementing the key characteristics of high-quality classroom conversations.



- **Duration:** 1 minute
- **Facilitator says:** So we've now experienced and learned that...
- **Facilitator does:** Read slide



Connection to the Teacher Competencies

SECTION START: 11:15

- **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

- Examine the ELA and Literacy Teacher Preparation Competencies (pp. 6-10) and note alignment between the competencies, the instructional shifts in ELA, and close reading.
- Where in the competencies are these practices evident?
- Be ready to explain.

50

- **Duration:** 20 minutes
- **Facilitator says:** Pull out your Teacher Preparation Competencies document. PARTNER UP. Together, you will examine the ELA and Literacy Teacher Preparation Competencies. 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 literacy 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/>

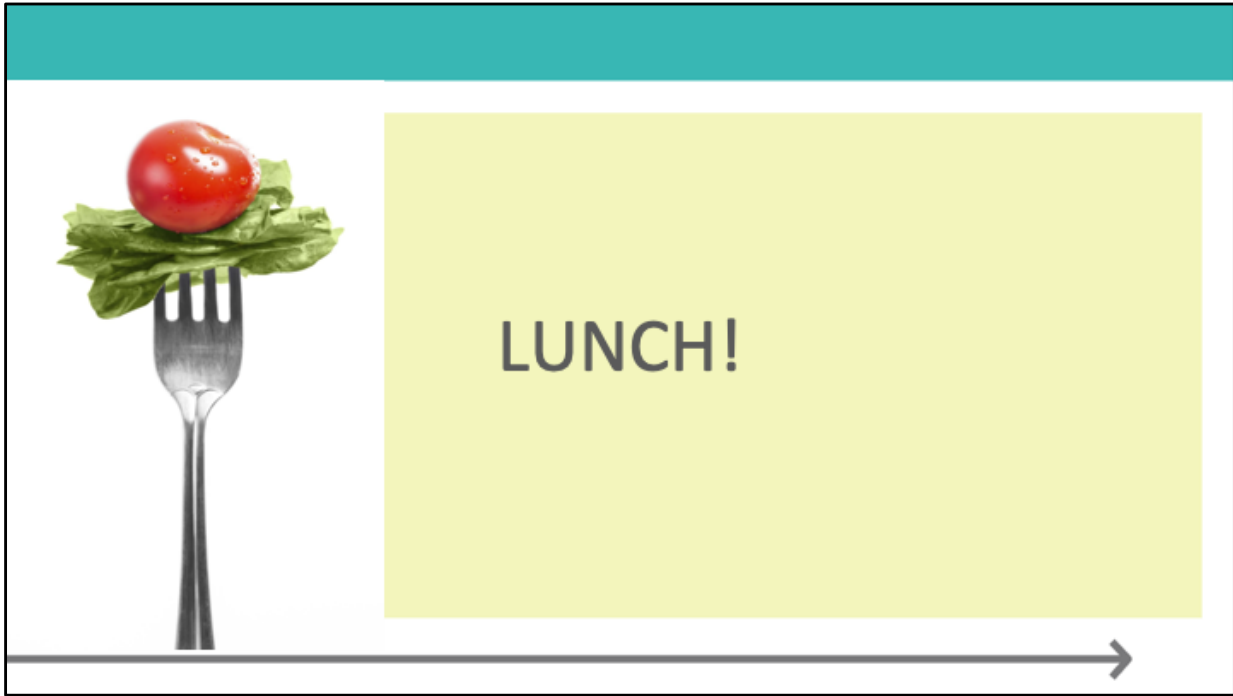
Before Lunch...

- 4 Charts are posted around the room:
 - I've completed all of my assessments!
 - I've completed at least 1 assessment!
 - I've submitted some work or have work in progress!
 - I haven't started submitting work!
- Put your name on a sticky note & place on a chart on your way to lunch!

Duration: 5 minutes

Facilitator says: On your way to lunch we have a task for you to complete. We have hung 4 posters around the room with the designated titles, **read slide**. The reason for this activity is because we want to identify some different folks in the room who are at different points in the assessment process. This will help us better prepare for an activity we plan on doing at the start of module 9 tomorrow. So write your name on a sticky note and place your sticky on the chart that best corresponds with where you are in the assessment process. Have a good lunch!

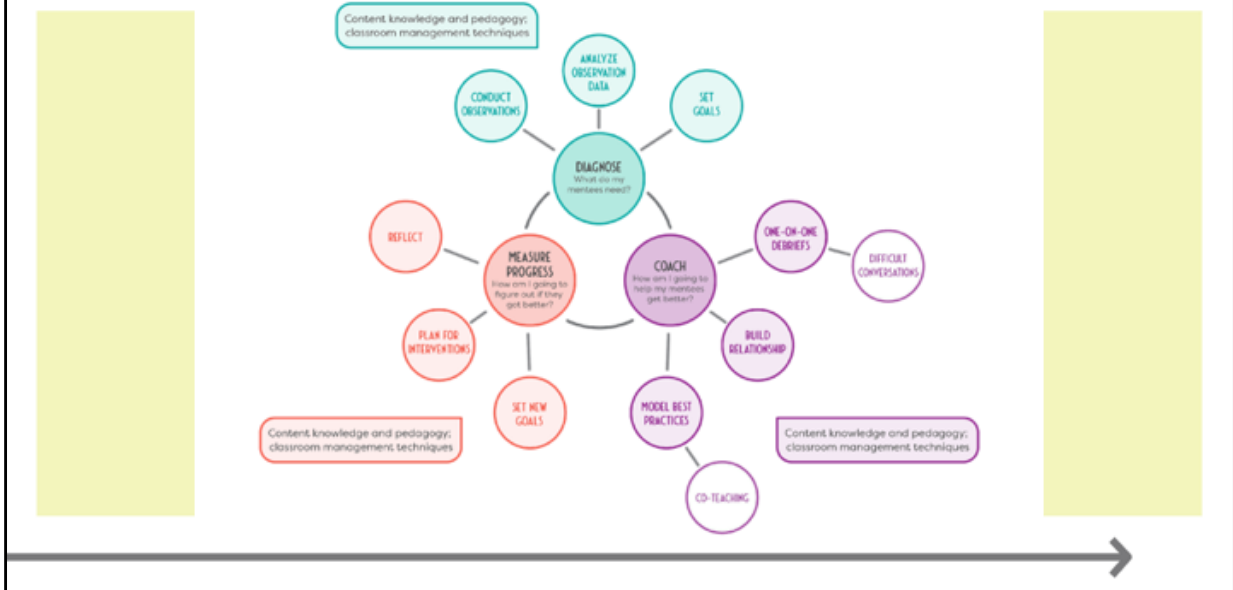
Note to facilitators: Use what you know about the group and find 4 people from the ones who have completed some or all of their assessments that would be willing to speak about their experiences during a panel at the beginning of the day of module 9. Once you choose the people, pull them aside to ask if they would be willing to be on a panel about their experiences with the assessments. On the panel, they will be asked to share what was surprising and what was challenging about the assessments, as well as their #1 tip. There will also be time for the panel to answer questions from the larger group. For more information about the panel, see the Module 9 slides.



SECTION START: 11:45

- **Duration:** 45 minutes

Scenario Practice



SECTION START: 12:30

Duration: 30 seconds

Facilitator says: We have learned about each part of the mentor cycle. This afternoon is meant to give you practice with all components using two different scenarios. We will do a brief review of each part of the cycle, have some share time about your experiences thus far, and then practice the various skills. We will be looking at two different scenarios for the remainder of the afternoon. Scenario A will serve as our model and example for the work/practice that you'll be doing with Scenario B.

Conduct Observations: 3 Key Components

- Confirm observation details
- Observe students and teacher in action
- Record notes using “look-fors”



Duration: 1 minute

Facilitator says: The 3 key components of conduct observations are confirm observation details, observe students and teach in action, and record notes using look-fors. Remember that before an initial or follow-up observation you want to meet to confirm the observation details which include items such as when/where the observation will take place, the focus of the observation, etc. We also talked about when observing students and the teacher in action some of those Dos and Don'ts. We talked about scripting and we gave you a pretty generic observation tool. We discussed that you should complete the “look-fors” column prior to the observation and keep your notes focused on those look-fors as to not get distracted by other needs you observe during the observation. During this module we also talked about sticking to the facts in your script, not making inferences, and being as specific as possible.

Stories from the Field

- What has worked well for you during observations?
- What is something you had to change?
- Any big “aha’s” when it comes to conducting an observation?
- What advice would you give to someone who has never conducted an observation?



Duration: 15 minutes

Facilitator says: We want to capitalize on the expertise in the room and give you all an opportunity to share your experiences with this part of the mentor cycle. With your table group you are going to do a quick whip-around. This means that each person at the table will have an opportunity to share their response to just one of the questions on the screen. Pick one question that you will share your thoughts with the group. If there is time before we come back together and all of your group members have shared, start another round and this time answer a different question of your choice.

Facilitator does: Circulate and listen in on conversations picking out key things participants are saying to share with the whole group. After 10 minutes, bring the group back together and highlight a few question participant responses.

Scenario Practice

Scenario A	Scenario B												
<p>Gr 3, Cajun Folktales Unit, Lesson 21</p> <p style="font-size: small;">Grade 3, Cajun Folktales Unit, Lesson 21 3rd & Classroom Observation</p> <p style="font-size: x-small;">Focus of Observations: <i>text-based discussions that engage ALL students so there is a balance of participation</i></p> <table border="1" style="font-size: x-small;"> <thead> <tr> <th style="font-size: xx-small;">"Look For"</th> <th style="font-size: xx-small;">Teacher Behaviors</th> <th style="font-size: xx-small;">Student Behaviors</th> </tr> </thead> <tbody> <tr> <td style="font-size: xx-small;"> <p>What does strong teaching for the focus area look like? (observer completes prior to observation)</p> <p>*All environments in which all students ideas are valued and heard</p> <p>*Students feel safe to share ideas at risk of being wrong and to receive thoughtful feedback from others</p> <p>*various student grouping structures</p> </td> <td style="font-size: xx-small;"> <p>*Tally of who does how much contribute to meaning of story</p> <p>*Dennis students begin to fill class book's fluency reading with partner</p> <p>*The teacher is asking regular questions like "Call on Alan -hand</p> </td> <td style="font-size: xx-small;"> <p>*Ss get at text and begin reading with a partner using fluency markers</p> <p>*Ahs - shows me what the piece looks like</p> <p>*Kama - tells me ...</p> </td> </tr> </tbody> </table>	"Look For"	Teacher Behaviors	Student Behaviors	<p>What does strong teaching for the focus area look like? (observer completes prior to observation)</p> <p>*All environments in which all students ideas are valued and heard</p> <p>*Students feel safe to share ideas at risk of being wrong and to receive thoughtful feedback from others</p> <p>*various student grouping structures</p>	<p>*Tally of who does how much contribute to meaning of story</p> <p>*Dennis students begin to fill class book's fluency reading with partner</p> <p>*The teacher is asking regular questions like "Call on Alan -hand</p>	<p>*Ss get at text and begin reading with a partner using fluency markers</p> <p>*Ahs - shows me what the piece looks like</p> <p>*Kama - tells me ...</p>	<p>Gr 5, Shutting out the Sky Unit, Lesson 14</p> <p style="font-size: small;">Grade 5, Shutting out the Sky Unit, Lesson 14 3rd & Classroom Observation</p> <p style="font-size: x-small;">Focus of Observations: <i>engaging students in meaningful, text-based discussions to demonstrate a deep understanding of the text</i></p> <table border="1" style="font-size: x-small;"> <thead> <tr> <th style="font-size: xx-small;">"Look For"</th> <th style="font-size: xx-small;">Teacher Behaviors</th> <th style="font-size: xx-small;">Student Behaviors</th> </tr> </thead> <tbody> <tr> <td style="font-size: xx-small;"> <p>What does strong teaching for the focus area look like? (observer completes prior to observation)</p> <p>* students cite evidence to support claims</p> <p>* writes or summarizes prompts</p> <p>* students build on one another's ideas during discussions</p> </td> <td style="font-size: xx-small;"> <p>*Tally of all read together worked on "non-writing" for the day in pairs and oral comments and questions received.</p> <p>*Tropics "spread out" something "strong" and "small" on "change" using the "I predict" partner.</p> <p>*"Her turn..."</p> <p>*D - "Why was it difficult to remember like those from school?"</p> </td> <td style="font-size: xx-small;"> <p>*Ss start reading and "predict" to "strong" as talking in partners</p> <p>*D - "You don't have to do it if other students saying so."</p> <p>*E - "What was the question and how is America"</p> </td> </tr> </tbody> </table>	"Look For"	Teacher Behaviors	Student Behaviors	<p>What does strong teaching for the focus area look like? (observer completes prior to observation)</p> <p>* students cite evidence to support claims</p> <p>* writes or summarizes prompts</p> <p>* students build on one another's ideas during discussions</p>	<p>*Tally of all read together worked on "non-writing" for the day in pairs and oral comments and questions received.</p> <p>*Tropics "spread out" something "strong" and "small" on "change" using the "I predict" partner.</p> <p>*"Her turn..."</p> <p>*D - "Why was it difficult to remember like those from school?"</p>	<p>*Ss start reading and "predict" to "strong" as talking in partners</p> <p>*D - "You don't have to do it if other students saying so."</p> <p>*E - "What was the question and how is America"</p>
"Look For"	Teacher Behaviors	Student Behaviors											
<p>What does strong teaching for the focus area look like? (observer completes prior to observation)</p> <p>*All environments in which all students ideas are valued and heard</p> <p>*Students feel safe to share ideas at risk of being wrong and to receive thoughtful feedback from others</p> <p>*various student grouping structures</p>	<p>*Tally of who does how much contribute to meaning of story</p> <p>*Dennis students begin to fill class book's fluency reading with partner</p> <p>*The teacher is asking regular questions like "Call on Alan -hand</p>	<p>*Ss get at text and begin reading with a partner using fluency markers</p> <p>*Ahs - shows me what the piece looks like</p> <p>*Kama - tells me ...</p>											
"Look For"	Teacher Behaviors	Student Behaviors											
<p>What does strong teaching for the focus area look like? (observer completes prior to observation)</p> <p>* students cite evidence to support claims</p> <p>* writes or summarizes prompts</p> <p>* students build on one another's ideas during discussions</p>	<p>*Tally of all read together worked on "non-writing" for the day in pairs and oral comments and questions received.</p> <p>*Tropics "spread out" something "strong" and "small" on "change" using the "I predict" partner.</p> <p>*"Her turn..."</p> <p>*D - "Why was it difficult to remember like those from school?"</p>	<p>*Ss start reading and "predict" to "strong" as talking in partners</p> <p>*D - "You don't have to do it if other students saying so."</p> <p>*E - "What was the question and how is America"</p>											

Duration: 8 minutes

Facilitator says: You have each been given two data sets, one for Scenario A and one for Scenario B. You will not be actually conducting an observation today due to time constraints. So for our “practice” for this part of the mentor cycle, you will simply look over the observation notes that were taken during the observation in Scenario A and in Scenario B. This should not take very long. You will have about 6 minutes to just look over both scripts. For reference, In scenario A, the teacher being observed was teaching lesson 21 in the Cajun folktales unit in grade 3 and in scenario B, the teacher was teaching lesson 14 from the Shutting out the Sky unit in grade 5. Make sure to focus in on what the focus of the two observations were and the look-fors the mentor wrote in the template prior to the observation taking place.

Facilitator does: Give participants about 6 minutes to just read through the two scripts. Move on when ready.

Analyze Observation Data: 3 Key Components

- Analyze observation notes
- Recognize strengths and areas for growth
- Prioritize

Teacher Behaviors	Student Behaviors
<p>(consistency of applications) Do we know how many content children are in the library? Can you picture a group of children? writes problem on board</p>	<p>choral responses no eyes difficult to tell how many understood from a choral response (not evidence of application) other opportunities to communicate thinking?</p>

Analyze Observation Data		
Strengths	Areas for Growth	Priority Area for Growth
<p>What was effective about the lesson in regards to the focus area? In which "look for's" did the observation meet? What specific actions did the observation take that enabled them to be successful in the lesson? What opportunities were the students able to do as a result of these actions?</p>	<p>What was ineffective about the lesson in regards to the focus area? Which "look for's" in the observation were not on the edge of being met? Which "look for's" in the observation were not met? Where are there areas of missed opportunity?</p>	<p>In your opinion, which area for growth would have the biggest impact on the observation and their students? What might you recommend the observed change or modify in their focus area based on your observation? What key takeaways do you have from the observation given as a result of the observed observations?</p>
1.	1.	
2.	2.	
3.	3.	



Duration: 2 minutes

Facilitator says: The 3 key components of analyze observation data are analyze the observation notes, recognize strengths and areas for growth, and prioritize. During analyze observation notes, we talked about (**animate the slide**) highlighting and making additional notes on your observation data preferably in another color to help you begin to determine the strengths and areas for growth specifically in regards to the focus of your observation. Remember that you might have seen other issues that you would want to address, but it is important to stick to the focus of your observation. Jumping to something else that is different from what you and your mentee agreed upon will erode the trusting relationship you're building together. You can always make a note to return to the other areas of need that you observed at another time. **Animate the slide** Next, we used this template to help us think through and recognize strengths and areas for growth with regard to the area of focus. And finally out of all the areas for growth or need, we worked to prioritize one area that could potentially serve as a SMART goal for the mentee and completed the final column of the template.

Scenario A: Example

- Look over the analyzed observation notes from scenario A.
- Look over the Analyze Observation Data template the mentor completed from scenario A.

DISCUSS:

- What do you notice about the way the mentor analyzed their observation notes?
- Do you agree or disagree with this mentor's "diagnosis"?
- What is the mentor's prioritized area? How do you know?



Duration: 10 minutes

Facilitator says: We are going to give you about 3-5 minutes to look over the observation notes that the mentor in scenario A analyzed and also to look over the analyze observation data template the mentor completed. After 3-5 minutes of independent analysis time - we will prompt you with some discussion questions.

Facilitator does: After 3-5 minutes, animate the slide to reveal the discussion questions. Have participants discuss with a shoulder partner the questions on the screen regarding scenario A. Share out with the whole group any key findings.

Scenario B: Practice

- Analyze the observation data
- Complete the Analyze Observation Data template
- Share with a partner at your table

Analyze Observation Data		
Strengths	Areas for Growth	Whether One Area for Growth
<p>What was effective about the lesson in regards to the focus area?</p> <p>In which "look for" did the observation occur?</p> <p>What specific actions did the observation note that enabled them to be successful in the focus area?</p> <p>What specifically were the students able to do as a result of these actions?</p>	<p>What was ineffective about the lesson in regards to the focus area?</p> <p>Which "look for" in the observation being met on the edge of being met?</p> <p>Which "look for" in the observation needs to be met?</p> <p>Where are there areas of missed opportunity?</p>	<p>In your opinion, which area for growth could have the biggest impact on the observation and their students?</p> <p>What might you recommend the observer change or modify in these focus areas based on their observations?</p> <p>What big takeaways do you have the observer gains as a result of the initial observation?</p>
1.	1.	
2.	2.	
3.	3.	

Duration: 20 minutes

Facilitator says: Now it is your turn to practice on your own. Using the observation notes from scenario B - use highlighters and a different colored pen to analyze the observation notes. After analyzing the notes, complete the blank template on page 33 of your handout. We will give you about 10-15 minutes to work on these two steps independently. We will let you know when it is time to get with a partner and share.

Facilitator does: Monitor the time as participants work on the assignment. After about 10-15 minutes, signal to the group to partner up with someone at their table and share their analyzed notes and complete template. They may add any additional ideas from their partners to their own templates. Call on a few participants to share what they believe is the prioritized need for this mentee with the whole group.

Set Goals: 3 Key Components

- Review upcoming instruction
- Align priorities
- Draft SMART goals



The worksheet is titled "Draft SMART Goals" and includes the following sections:

1. Observe: What about the upcoming instruction would inform your SMART goals?
2. Observe: Where might the priority area of growth and the upcoming instruction align?
3. Draft 2 SMART goals:
SMART Goal 1:
SMART Goal 2:



Duration: 1 minute

Facilitator says: The 3 key components of setting goals is review upcoming instruction, align priorities, and draft SMART goals. In review upcoming instruction, we talked about how it is important to review what your mentee has upcoming in their curriculum/scope and sequence to make sure that you are not setting a goal that runs contrary to the curriculum or that would not be possible to achieve given what the mentee is planning to teach next. In align priorities we talked about after having prioritized an area of growth for your mentee, you want to make sure it is aligned to the upcoming instruction and ask yourself the question, where do you see opportunities for your mentee to practice what you see as their area of growth in upcoming instruction? Finding those opportunities will set you up to draft some potential SMART goals for your mentee that are informed by your priorities from your observation as well as what's coming up in their curriculum and will help you ensure that you aren't setting goals that will be impossible for your mentee to try out and practice. And then finally we learned how to write SMART goals using the SMART framework. **(animate the slide)** We used this template to think through this process and draft 1-2 SMART goals in preparation for the one-on-one debrief. Remember that having goals in mind beforehand will help you guide and coach your mentee to setting strong goals that you can support them striving towards in their upcoming instruction.

Scenario A: Example

- Look over the completed Draft SMART Goals template for scenario A

DISCUSS:

- What do you notice about the mentor's notes in parts 1 and 2 of the template?
- Does the mentor's SMART goal have all the components of S-M-A-R-T? (label them)
- Do you agree or disagree with the direction this mentor decided to take with the SMART goal? Why or why not?



Duration: 10 minutes

Facilitator says: We are going to give you about 3-5 minutes to look over the sample, completed Draft SMART Goals template from scenario A. After 3-5 minutes of independent analysis time - we will prompt you with some discussion questions.

Facilitator does: After 3-5 minutes, **animate the slide** to reveal the discussion questions. Have participants discuss with a shoulder partner the questions on the screen regarding scenario A. Share out with the whole group any key findings.

Scenario B: Practice

- Complete the Draft SMART Goals template for scenario B.
- Share with a partner at your table.



The image shows a 'Draft SMART Goals' template. At the top, it has the 'University of Wisconsin' logo on the left and the 'Leading for Good' logo on the right. The title 'Draft SMART Goals' is centered. Below the title are three numbered questions: 1. 'Where? What about the opening instruction would inform your SMART goal?', 2. 'Where? Where might the priority area of growth and the opening instruction align?', and 3. 'What? (SMART goal)'. Under question 3, there are two empty rectangular boxes for writing SMART goals, labeled 'SMART Goal 1' and 'SMART Goal 2'.

Duration: 10 minutes

Facilitator says: Now it is your turn to practice on your own. Complete the Draft SMART Goals template based on the information that's been provided so far with the mentee in scenario B. The blank template can be found on page 34 of your handout.. We will give you about 5 minutes to work on this independently. We will let you know when it is time to get with a partner and share.

Facilitator does: Monitor the time as participants work on the assignment. After about 5 minutes, signal to the group to partner up with someone at their table and share their completed template. They may add any additional ideas from their partners to their own templates. Call on a few participants to share their drafted SMART goals with the whole group.

Stories from the Field: Setting Goals

- What has worked well?
- What has not worked well?
- What types of goals are you currently focusing on with your mentees?



Duration: 5 minutes

Facilitator says: Let's step out from the scenario practice for a minute and connect to your own experiences with setting goals so far this school year. We would like to just have a whole group discussion regarding the questions seen here on the screen. What has worked well with setting goals with your mentees? What hasn't? Would anyone be willing to share a goal that they are currently focusing on with their mentee and the process of how that became the focus?

Facilitator does: Facilitate a whole group discussion and sharing of real-world experiences regarding setting goals. Make sure to keep the conversation focused on the setting goals part of the mentor cycle. After about 5 minutes bring the discussion to a close and move on to the next part.

Connection to Assessments

1 Analyze 2 Develop 3 Implement 4 Evaluate 5 Summary

Analyze

Analyze the needs of one mentee with respect to classroom management skills: building relationships with diverse student populations, establishing clear expectations and procedures, and consistently reinforcing expectations and procedures. Use a set of collected data (observations, informal/formal conversations, assessment data, etc.) to diagnose and prioritize the most important classroom management need to address in this mentoring cycle.

Submit a 300-word narrative that identifies the classroom management coaching goals that will drive the mentoring cycle related to your diagnosed need. Justify the selection of those goals by highlighting the specific data you used in identifying and prioritizing these goals.

You must earn "Demonstrated" for all criteria in the requirements to earn this micro-credential.

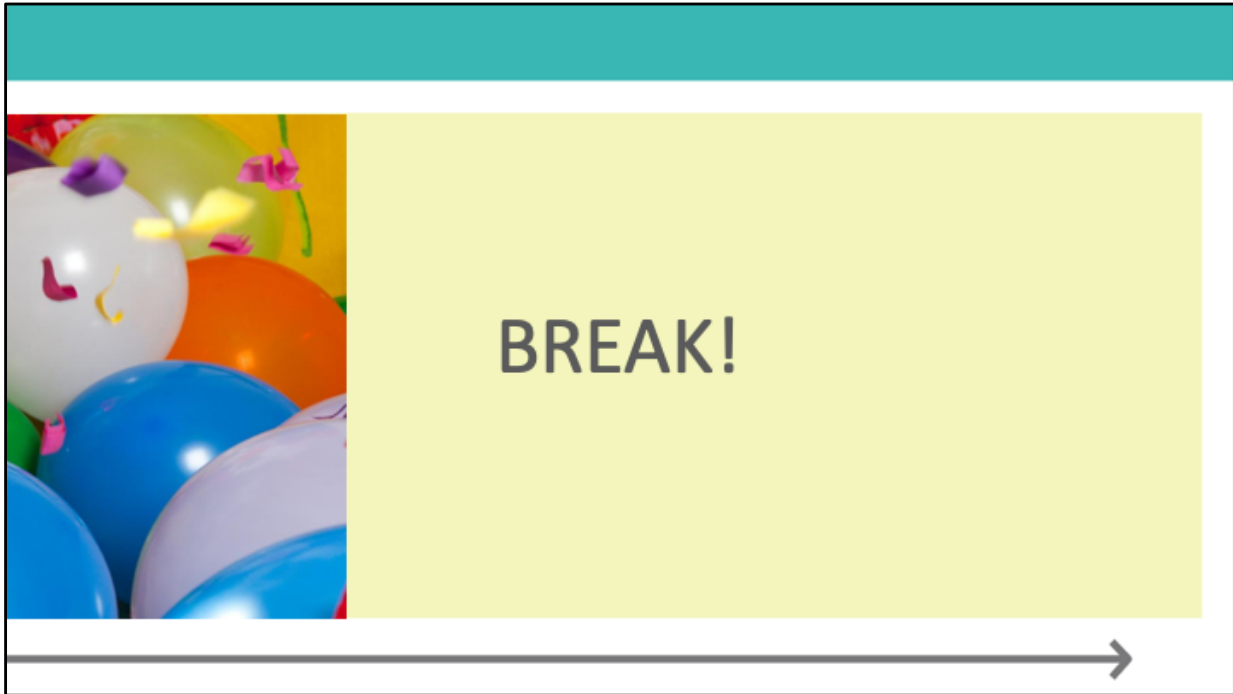
Hide Rubric ^

	Demonstrated	Progressing	Not Met
Set Coaching Goals	Classroom management goal is measurable and clearly articulated. Classroom management goal is aligned to specific data and addresses the most important classroom management need or needs identified in the analysis.		

Duration: 3 minutes

Facilitator says: Let's take a moment to connect what we've reviewed so far to the mentoring assessments. In the analyze section of the mentoring assessments it talks about submitting a 300-word narrative to identify the goals that will drive the mentoring cycle related to your diagnosed need. In order to write that narrative you will have had to go through the conducting observation, analyze observation data, and set goals steps of the cycle. If you use the SMART goal format for goal writing you will hit the necessary criteria in the "demonstrated" rubric as goals should be measurable and clearly articulated. And although it doesn't say you have to attach any artifacts for this portion of the assessment - you could include your analysis template and setting goals template as additional support for how the goal is aligned to data and the need identified.

Facilitator does: Ask if there are any questions about this part of the assessment and answer any questions to the best of your ability.



SECTION START: 2:00

Duration: 15 minutes

One-on-One Debriefs: 3 Key Components

- Plan for debrief
- Engage in debrief
- Practice difficult conversations

Preparation/Leading Questions for Observation	Planning Notes (Observer completes prior to debrief)	Debrief/Leading Notes
Primary Objectives What were your goals for this session? What do you think the leader will walk away with? What are you looking for in your observation?		
Feedback Questions What is important to you about your performance? What are you looking for in your observation?		
Feedback Questions How did your individual goal for your performance go? What did you learn? What is the biggest challenge you are facing? What are you looking for in your observation?		
Feedback on Observed Area of Growth How did you do? What are the biggest challenges you are facing? What are you looking for in your observation?		
Closing Questions What are the biggest challenges you are facing? What are you looking for in your observation?		



SECTION START: 2:15

Duration: 1 minute

Facilitator says: The 3 key components of one-on-one debrief are plan for the debrief, engage in the debrief, and practice difficult conversations. We discussed difficult conversations during module 7, and practice various protocols to support you when having to engage in a difficult conversation with a mentee. Today we are focusing on just the debrief conversation, which requires some pre-planning on the mentor's side and then facilitating and engaging in that conversation to ultimately solidify the goal the mentee will be working on eventually writing a coaching plan for that goal. **(animate the slide)** We provided you all with a helpful template called, Plan to Engage in One-on-One Debrief, that you can use to plan for the debrief, which was that middle column, and then take notes on as you engage in the debrief, which was the third column. Let's look at an example of this with regards to scenario A.

Scenario A: Example

- Look over the completed One-on-One Debrief template for Scenario A

DISCUSS:

- What was the outcome of the conversation?
- What is the SMART goal that will be the focus of the mentor and mentee's work moving forward?
- Do you agree or disagree with this decision? Why or why not?

Duration: 10 minutes

Facilitator says: We are going to give you about 3-5 minutes to look over the sample, completed one-on-one debrief template from scenario A. After 3-5 minutes of independent analysis time - we will prompt you with some discussion questions.

Facilitator does: After 3-5 minutes, **animate the slide** to reveal the discussion questions. Have participants discuss with a shoulder partner the questions on the screen regarding scenario A. Share out with the whole group any key findings. Point out that this mentor did not ask every single question on the template and that, that is okay and how the template was meant to be used.

Scenario B: Practice

- Complete the One-on-One Debrief template for scenario B.

Plan to Engage in One-on-One Debrief		Debrief Meeting Notes
Suggested Guiding Questions for Discussion	Planning Notes (observers completes prior to debrief)	
Primary Questions		
Your focus area was _____. How do you think the lesson went with your focus area? (observer take in focus area?)		
What are you noticing about your focus area? (observer take in focus area?)		
What is important to you about (action/observed task in focus area?) (observer take in focus area?)		
Feedback Questions		
You said your instructional goal for your students was (goal). How well do you feel they accomplished it? (observer take in focus area?)		
What is the student work/area showing about their progress to this goal? (observer take in focus area?)		
In what areas did the lesson go as you had planned? (observer take in focus area?)		
In what areas did things happen that you did not expect? (observer take in focus area?)		
What other areas are there to try (action/observed task in focus area?) (observer take in focus area?)		
Feedback on Prioritized Area of Growth		
You _____ and the impact of that is _____ I suggest you _____ (observer take in focus area?)		
Closing Questions		
What can you change before you try this again? (observer take in focus area?)		
What can you learn before you try this again? How might you approach learning it? (observer take in focus area?)		
Are there ways you think I can be helpful to you with your learning? (observer take in focus area?)		

Duration: 10 minutes

Facilitator says: Now it is your turn to practice on your own. Remember you are pretending you are the mentor for this mentee in scenario B. Your next assignment is to plan for a one-on-one debrief with this mentee. Using the template on page 35 of your handout, plan for which questions you would ask this mentee during the conversation. Remember you do not have to ask every single question on the template. The conversation should flow based on the questions you ask and the direction you are hoping the conversation goes. Jot down notes next to the questions you plan on asking in the debrief to help guide your conversation. After about 8 minutes of planning time. We are going to role-play and engage in a practice debrief conversation, so you'll want to be prepared to play the role of both the mentor and the mentee.

Facilitator does: Monitor the time as participants work on the assignment. After about 8 minutes, bring the group back together to give them the next set of instructions.

Scenario B: Engage in the one-on-one debrief



Round 1:
A: Mentor
B: Mentee

Round 2:
A: Mentee
B: Mentor

Duration: 10 minutes

Facilitator says: Next, you are going to partner up with someone at your table group and designate who will be person A and who will be person B. In round 1, person A will play the role of the mentor in scenario B and person B will play the role of the mentee. You will have 5 minutes to practice facilitating this conversation using what you planned on your template. As the mentee, play along accordingly to give the mentor some authentic practice. After 5 minutes we will move to round 2- person A will not be the mentee and person B the mentor. You will have another 5 minutes to practice in your new roles. Any questions?

Connection to Experiences: One-on-One Debrief

- What has worked well?
- What has been difficult?
- Has the template been helpful?
- Any examples of difficult conversations and how you addressed it?



Duration: 10 minutes

Facilitator says: Let's step out from the scenario practice for a minute and connect to your own experiences with debriefing so far this school year. We would like to just have a whole group discussion once again regarding the questions seen here on the screen. What has worked well with one-on-one debriefs? What has been difficult? How have you used the template and has it been helpful or not? Does anyone have any specific examples they'd be willing to share regarding difficult conversations and how they went??

Facilitator does: Facilitate a whole group discussion and sharing of real-world experiences regarding one-on-one debriefs. Make sure to keep the conversation focused on the one-on-one debrief part of the mentor cycle. After about 10 minutes bring the discussion to a close and move on to the next part.

Plan for Interventions: 3 Key Components

- Clarify the new learning
- Align the intervention method
- Write a coaching plan



Mentor Coaching Plan

Mentee (SMART) goal:

Specific Activity or Resource	How is it aligned to the goal?	Why will it be effective?	How will you engage the mentee (roleplaying, building)?	Projected timeline

How will you monitor your mentee's progress toward the identified goal?



Duration: 2 minutes

Facilitator says: The 3 key components of plan for interventions are clarify the new learning, align the intervention method, and write a coaching plan. With clarify the new learning we talked about discussing and thinking about what essential learning is needed in order to help the mentee meet their SMART goal. To consider what is involved in mastering the SMART goal, we think about both content and process to determine what are the prioritized learning needs that you will eventually include in your coaching plan. We also discussed that sometimes the mentor may need to learning something prior to the mentee in order to be able to support them. Next is align the intervention method. In the LDOE's mentor cycle, there are two specific interventions, modeling and co-teaching. So we talked a lot in modules 4 and 5 about aligning the intervention method to the needs of the mentee and when might it be appropriate to model vs. co-teach a lesson for a mentee. **(animate the slide)** Once you have clarified the new learning the mentee needs to engage in and have aligned the intervention method to their needs, you'll write a coaching plan that details how exactly you'll address the learning priorities through the intervention to the mentee. We explained that you can think of a coaching plan as an extension of the Partnership Agreements. Writing a coaching plan is something you do without your mentee, although it is based on your observation and debrief and other conversations with him or her. It's recommended that once you've created your coaching plan you share it your mentee to make sure he agrees that the interventions are well aligned with the SMART goals. Writing down the interventions in a plan and both agreeing to

the plan continues to strengthen the relationship and build trust.

Scenario A: Example

- Look over the coaching plan developed for the mentee in Scenario A

DISCUSS:

- What were the activities the mentor and/or mentee will engage in as planned out in the coaching plan?
- Do you feel these activities are aligned to the goal? Why or why not?
- What additional activities would you add to this plan to support this mentee?



Duration: 10 minutes

Facilitator says: We are going to give you about 3-5 minutes to look over the sample, completed coaching plan from scenario A. After 3-5 minutes of independent analysis time - we will prompt you with some discussion questions.

Facilitator does: After 3-5 minutes, **animate the slide** to reveal the discussion questions. Have participants discuss with a shoulder partner the questions on the screen regarding scenario A. Share out with the whole group any key findings.

Scenario B: Practice

- Complete the Coaching Plan template for scenario B.
- Share with a partner at your table.

Mentor Coaching Plan

Mentee (SMART) goal(s):

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Who will be involved?	How will you integrate coaching/learning building?	Proposed timeline

How will you monitor your mentee's progress toward the identified goal?

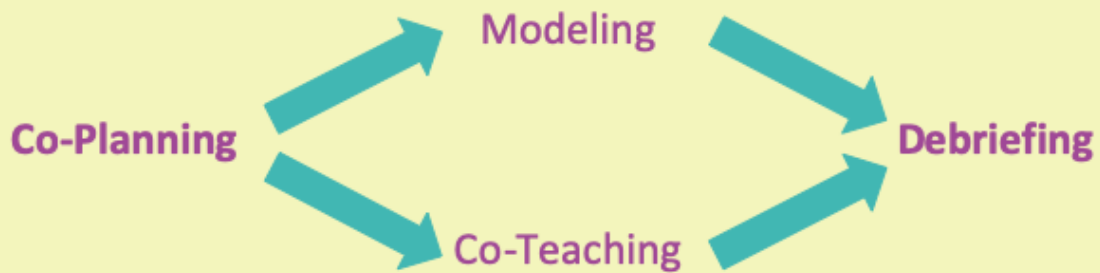
Duration: 10 minutes

Facilitator says: Now it is your turn to practice on your own. Complete the Coaching Plan template based on the information that's been provided so far with the mentee in scenario B. The blank template can be found on page 36 of your handout. We will give you about 10 minutes to work on this independently. We will let you know when it is time to get with a partner and share.

Facilitator does: Monitor the time as participants work on the assignment. After about 5 minutes, signal to the group to partner up with someone at their table and share their completed template. They may add any additional ideas from their partners to their own templates. Call on a few participants to share one row of information from their coaching plan with the whole group.

Facilitator says: If you would like to see an example of a coaching plan that goes along with Scenario B - this can be found on page 37 of your handout as an additional resource for you.

Modeling & Co-Teaching: 3 Key Components



Duration: 1 minute

Facilitator says: The 3 key components for modeling and co-teaching are very similar. The first for both intervention methods is to co-plan the lesson, then either engage in the model lesson or co-teach lesson, and finally debrief either the model or co-teach lesson. Let's see examples of these with regards to our two scenarios.

Scenario A: Modeling

- Were the mentee's notes relevant to the look-fors and SMART goal?
- What was a big takeaway for the mentee from the model lesson?
- What are the next steps for this mentor & mentee?

Look-Fors Checklist	Observation Notes
<p>SMART goal?</p> <p>• All students feel safe to share ideas at risk of being wrong and to revise thinking based on ideas of others</p>	<p>1 asked 1st question</p> <p>2 questions with shoulder</p> <p>Groups if fair discussion</p>
<p>• All students feel safe to share ideas at risk of being wrong and to revise thinking based on ideas of others</p>	<p>thought st's when sharing</p>
<p>• All students feel safe to share ideas at risk of being wrong and to revise thinking based on ideas of others</p>	<p>lots of sentence stems for student use during discussion</p> <p>reassured st's when answer wasn't exactly correct</p>

Suggested Guiding Questions for Discussion	Debrief Meeting Notes
<p>Primary Questions</p> <p>How did this model lesson or activity help you?</p>	<p>1st various grouping in classroom shared ideas to try & build a safe environment</p>
<p>What did you see that was effective?</p>	<p>mentor supports (encouraged student to share ideas during discussion)</p>
<p>What did you see that was ineffective? (Encourage mentee to use their checklist from the observations)</p>	<p>mentor did not do benefit of doing with partner and groups if during and discussion</p>
<p>Application Questions</p> <p>What would you change/modify if you were teaching this lesson and why?</p>	<p>1st group of 4 were homogeneous for students here in an assignment</p>
<p>Clarifying Questions</p> <p>What parts of what I was modeling during this lesson or activity still need further clarification?</p>	<p>discussed how to support st's who don't have an answer to share i.e. scaffolding using a stem or discuss w/ partner first</p>
<p>Closing Questions</p> <p>What were the top takeaways you are taking away from the model lesson or activity?</p>	
<p>How can I support you as you begin to integrate what you are learning?</p>	<p>another observation checklist to track student participation</p>

NOTE: THE SLIDE IS NOT MESSED UP - THERE ARE ANIMATIONS.

Duration: 10 minutes

Facilitator says: In your scenario A handout on pages 11 and 12, you'll find these two completed templates. Remember in scenario A's coaching plan, it was said that the mentor would model a classroom discussion and the mentee will observe utilizing a "look-fors" checklist as you see here. The following page shows the debriefing conversation notes that the mentor took during the debrief conversation that took place following that model lesson. Take a few minutes to look over these two documents and then we will discuss.

Facilitator does: allow 2-3 minutes for participants to look over these completed examples, then **animate the slide** to put up the discussion questions.

Facilitator says: Now take about 5 minutes to discuss the questions on the screen with a shoulder partner.

Facilitator does: Circulate and listen in on conversations, picking out key takeaways to share with the whole group.

Scenario B: Co-teaching

- What was a big takeaway for the mentee from the model lesson?
- What are the next steps for this mentor & mentee?
 - Do you agree or disagree with this direction - why or why not?

Co-teaching: Debrief the lesson	
Suggested Guiding Questions for Discussion	Debrief Meeting Notes
Primary Questions	
How did this co-teach lesson or activity help you and your students in reaching desired outcomes?	there was a deeper conversation about teaching practices
What was most effective about the co-teaching strategy on impacting student learning and teaching practices?	to use stems the mentor could model start away than the mentee teaching it out right then in real time - liked it
What was not effective about the co-teaching strategy on impacting student learning and teaching practices?	the mentee teaching it out right then in real time - liked it
What will you continue implementing into your teaching practice as a result of this co-teach?	continue using talk stems to support the mentee teaching it out right then in real time - liked it
What would you change/modify if you were teaching this lesson on your own and why?	I want to add some anchor charts to support those who haven't yet internalized the stems
Clarifying Questions	
What are, if any, lingering questions you may have regarding how the lesson went or the implementation of the co-teach strategy used?	
Closing Questions	
What is/are the top learnings you are taking away from this co-teaching experience?	mentor debrief by using reteaching and modeling I being very explicit with stems & talk stems truly did observe the depth of student voices
How can I support you as you continue working on this SMART goal?	doing a final discussion next week - come and observe!
How can we improve our agreements and processes for future co-teaching opportunities?	no

NOTE: THE SLIDE IS NOT MESSED UP - THERE ARE ANIMATIONS.

Duration: 10 minutes

Facilitator says: In your scenario B handout on page 4, you'll find a completed co-teaching debrief template. We are going to pretend that one of the activities you included on the coaching plan for the mentee in scenario B was to co-teach a lesson together. These notes then serve as an example of what may have occurred in a debrief conversation following the co-teaching of a lesson. Take a few minutes to look over this document and then we will discuss.

Facilitator does: allow 2-3 minutes for participants to look over this example, then **animate the slide** to put up the discussion questions.

Facilitator says: Now take about 5 minutes to discuss the questions on the screen with a shoulder partner.

Facilitator does: Circulate and listen in on conversations, picking out key takeaways to share with the whole group.

Connection to Assessments

The screenshot displays a 'Develop' section within a learning management system. At the top, it instructs the user to 'Develop a coaching plan to support your mentee in successfully achieving the coaching goals identified in Analyze. In your plan, include the following:' followed by a bulleted list of requirements. Below this, a note states 'You must earn "Demonstrated" for all criteria in the requirements to earn this micro-credential.' A 'Hide Rubric' button is visible. The rubric table below has three columns: 'Demonstrated', 'Progressing', and 'Not Met'. The 'Demonstrated' column is selected. The rubric criteria are listed on the left, and their descriptions are on the right.

	Demonstrated	Progressing	Not Met
Structure and Quality of the Coaching Plan	Includes specific activities and resources that are aligned to the coaching goals and the mentor has included a justification for why they feel that each activity and resource will be effective in helping the mentee to achieve the goals. Includes how progress will be monitored; mentor has noted potential data-collection challenges they will be aware of (i.e., explanation of why a specific data-collection method is the right one for this cycle). Contains opportunities for building strong relationships. The plan has a clearly articulated timeline.		

Duration: 3 minutes

Facilitator says: Let's take a moment to connect what we've reviewed in this past section to the mentoring assessments. In the develop part of the mentoring assessments, this is where your coaching plan falls. If you utilize the template we've provided for you, you will hit all elements included in the rubric. Here you would simply upload your coaching plan document - there is no essay that needs to accompany it.

Facilitator does: Ask if there are any questions about this part of the assessment and answer any questions to the best of your ability.

Connection to Assessments

- **Coaching and Support:** Upload 2-3 artifacts (include different types) that demonstrate your support of a mentee in developing improved classroom management skills including a combination of meeting notes, audio or video recording of meetings with the teachers, demonstrations of modeling, written correspondence, observation notes/feedback, and other relevant artifacts.

Coaching and Support

Annotated evidence demonstrates coaching and support practices including data collection by the mentor teacher that are ongoing, sustained, varied in format, and connected to the needs identified in Analyze.

Evidence provided demonstrates a completed coaching cycle.

Annotated evidence shows multiple, frequent opportunities for ongoing progress monitoring using a variety of data collection and feedback methods and sources.

Duration: 3 minutes

Facilitator says: Under the implement section of the mentoring assessments, it asks you to upload 2-3 artifacts (different types) that demonstrate your support of a mentee. This is where the modeling, co-teaching, and any additional observation and debrief notes would align. This also includes any data collected that shows progress.

Facilitator does: Ask if there are any questions about this part of the assessment and answer any questions to the best of your ability.

Set New Goals: 3 Key Components

- Examine all data
- Identify progress
- Determine next steps

Set New Goals Guiding Template

Step One: Examine All Data

Guiding Questions	Notes/Notes
What data are we looking at?	
What data is most important to our work?	
How do we know our data is accurate and reliable?	
What does our data tell us about the goal we are working on?	
What does our data tell us about the progress we are making?	
What does our data tell us about the next steps we need to take?	

Step Two: Identify Progress

Guiding Questions	Analysis/Notes
How has the teacher made progress toward their goal? What evidence do we have to support this?	
What additional evidence, if any, is needed to show adequate progress toward the goal?	
Does enough evidence exist to support that the teacher has mastered the goal? Describe the evidence.	
Could the teacher benefit from additional support on the goal?	

Step Three: Determine Next Steps

Guiding Questions for Discussion	Planning Notes (teacher completes prior to conversation)	Meeting Notes
Step One: Examine All Data		
How did you go? How do you know it's going to meet your goal?		
What additional support has been suggested to you in working on this goal?		
I brought some data from our time working together including ... What evidence have you used to support your work on this goal?		
Step Two: Identify Progress		
How do you feel about the progress you've made toward meeting your goal?		
What, if any, additional work should be done in continuing to address this goal?		
Step Three: Determine Next Steps		
Do you have a sufficient amount of evidence to support that your goal is met?		
If the answer to the above question is no, what next steps should we take to continue working on the goal? (e.g., additional modeling or co-teaching, additional data collection, etc.)		
If the answer to the above question is yes, do you have another goal you would like to set for the next cycle?		
If the answer to the above question is yes, how do you plan to work on this goal in the next cycle? (e.g., additional modeling or co-teaching, additional data collection, etc.)		



Duration: 2 minutes

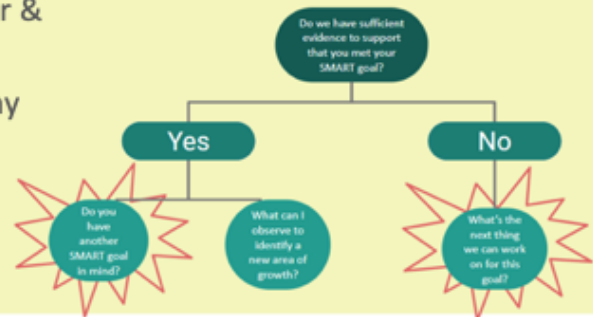
Facilitator says: The 3 key components of set new goals are examine all data, identify progress, and determine next steps. **(animate the slide)** In examine all data you are looking at all data collected during your work together during this particular cycle this could include the initial observation data and one-on-one debrief, model or co-teaching checklists and debrief notes, student work or data collected, additional observations and feedback, etc. The template shown here includes guiding questions for you to think through and jot down some notes as you examine all the data and begin to determine whether you think the mentee has made progress toward their goal. **(animate the slide)** The next part of the template were some additional guiding questions for you to think through after you've examined all data as you begin to determine whether the mentee has mastered the goal and is ready to move on to something else or if additional support is needed. **(animate the slide)** The last step is planning for and engaging in a check in conversation with your mentee that touches on all 3 key components. The middle column of the template was to plan for that conversation and then the third column to take notes in during the conversation.

Scenario A: Example

- Look over additional observation data
- Look over completed Set New Goals template

DISCUSS:

- What was the outcome of this mentor & mentee's work together?
- Do you agree or disagree? Why or why not?



Duration: 10 minutes

Facilitator says: We are going to give you about 3-5 minutes to look over the additional observation data and sample, completed set new goals template from scenario A. After 3-5 minutes of independent analysis time - we will prompt you with some discussion questions.

Facilitator does: After 3-5 minutes, **animate the slide** to reveal the discussion questions. Have participants discuss with a shoulder partner the questions on the screen regarding scenario A. Share out with the whole group any key findings.

Animate the slide. So in this scenario the mentor and mentee determined that they needed to continue working on the same goal, which means the mentor would begin working on a new coaching plan and starting the cycle over again.

Scenario B: Practice

- Examine the additional data for scenario B.
- Complete the Set New Goals template
- Share with a partner at your table.

Set New Goals Template

Setting Questions	Analysis Notes
Has the teacher made progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	

Step Two: Identify Progress

Setting Questions	Analysis Notes
Has the teacher made progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	

Step Three: Determine Next Steps

Suggested Guiding Questions for Discussion	Planning Notes (teacher completion prior to conversation)	Meeting Notes
Step One: Determine the Goal Your SMART goal is _____. How do you know it's going to meet your goal?		
What additional supports have been suggested to you to working on this goal?		
Through some data from our first meeting together, including _____, what evidence have you seen 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 should be done in working to address this SMART goal?		
Step Three: Determine Next Steps Do you have a sufficient amount of evidence to support that your SMART goal was met?		
If the answer to the above question is not "I'm glad that step should be done continue working on this goal" or another teacher-constructed observation with feedback, etc.		
If the answer to the above question is and "I do not have another focus area to work that we set with a new SMART goal yet?"		
If the answer to the above question is and "I would like to participate in a peer observation and/or you would like to give to come through in a month?"		

Duration: 15 minutes

Facilitator says: Now it is your turn to practice on your own. Examine the additional data as well as any of the previous data we've already looked in regards to scenario B. Complete the Set New Goals template. The blank template can be found on pages 39-41 of your handout. We will give you about 10-12 minutes to work on this independently. We will let you know when it is time to get with a partner and share.

Facilitator does: Monitor the time as participants work on the assignment. After about 5 minutes, signal to the group to partner up with someone at their table and share their completed template. They may add any additional ideas from their partners to their own templates. Call on a few participants to share what their next steps would be with this mentee and why. Does their decision result in writing another coaching plan or what are the next steps?

Connection to Assessments

- **Monitoring Progress:** Upload 2-3 artifacts (include different types) that demonstrate your ability to monitor the progress of their mentee including a combination of observation notes/feedback, audio/video recordings of feedback conversations, and other relevant artifacts. The artifacts included should speak to both the mentee's ability to reflect on their progress toward identified and/or prioritized goals and how you, the mentor, planned specific interventions and set new goals. Therefore, the artifacts should cover a period of time sufficient to effectively demonstrate these changes.

Annotate your artifacts to describe how each one directly addresses one of the following areas: relationship building, coaching and support, and monitoring progress. You may annotate the artifacts directly in the document/recording or you may include a 300- to 500-word narrative justifying the inclusion of each artifact.

Monitoring Progress

Progress monitoring methods and feedback are focused on the mentee's improvement in the identified area of need.

New goals are developed and included in the plan based on the data collected (full cycle).



Duration: 3 minutes

Facilitator says: Under the implement section of the mentoring assessments, it asks you to upload 2-3 artifacts (different types) that demonstrate your ability to monitor the progress of your mentee. This could include additional observations/feedback notes, video of your check in conversation where you are determining next steps, student data that shows the growth or lack of toward the goal. The Set New Goals template could also serve as an artifact.

Facilitator does: Ask if there are any questions about this part of the assessment and answer any questions to the best of your ability.

Module 8: Key Takeaway

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



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

Module 8 Outcomes

- Identify characteristics of a high quality classroom conversation.
- Describe five steps in preparing for classroom conversations that are productive.
- Mentors will be able to use the mentor cycle fluently with mentee.

84

● **Duration:** 1 minute

● **Facilitator says:** Congratulations - today we accomplished these outcomes!

Exit card



Get two sticky notes:

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

85

- **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 9, 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.
- **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.