Louisiana Department of Education
Mentor Teacher Training

Module 4:
Build Relationships & Provide Support

(City, LA)
(Date)

Created by Learning Forward

Mentor Teacher Training

Mentor Training Course Goals

Mentors will:

- Build a strong relationship and effectively communicate with mentee, including providing ongoing support to mentee in a virtual space
- Understand the mindset and needs of adult learners, including new teachers, and how they apply to the mentoring role
- Diagnose and prioritize mentee's strengths and areas for growth in the areas of classroom management, instruction & understanding the unique needs of students
- Design and implement a mentoring support plan to develop mentee knowledge and skills
- Monitor mentee's progress and determine next steps for ongoing mentoring work

Module 4 Agenda:

- Welcome and outcomes
- Build Relationships
    - Gordon's skill development ladder
- Provide Support
- Connection to Assessments
- Closure

Mutual Commitments:

Make the learning meaningful

Engage mentally and physically

Notice opportunities to support the learning of others

Take responsibility of own learning

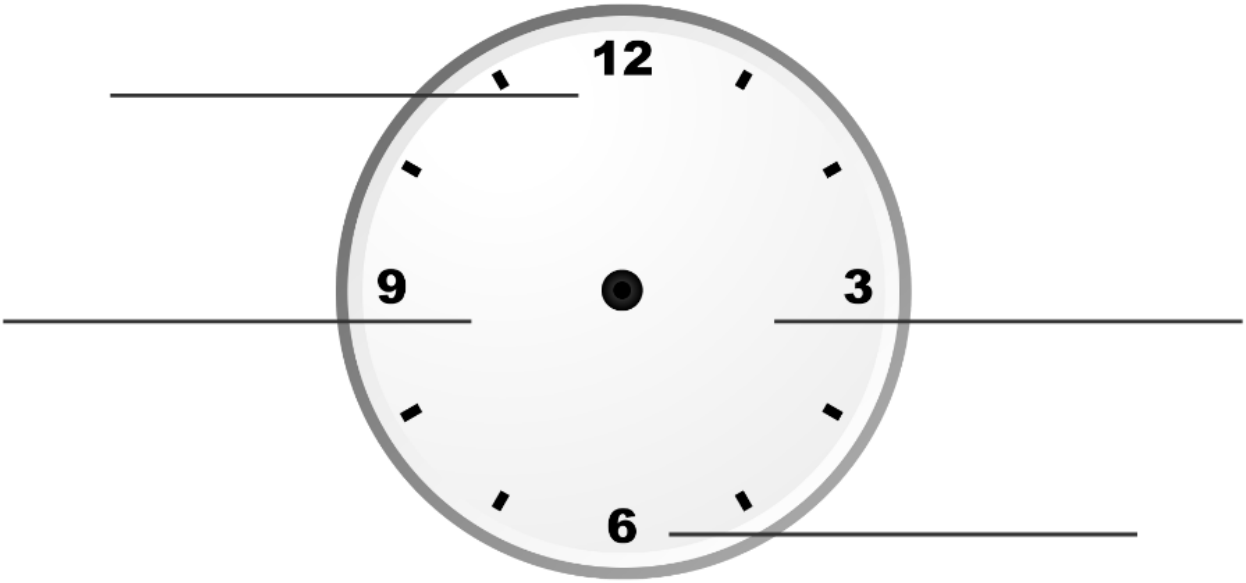
Own the outcomes

Respect the learning environment including use of technology

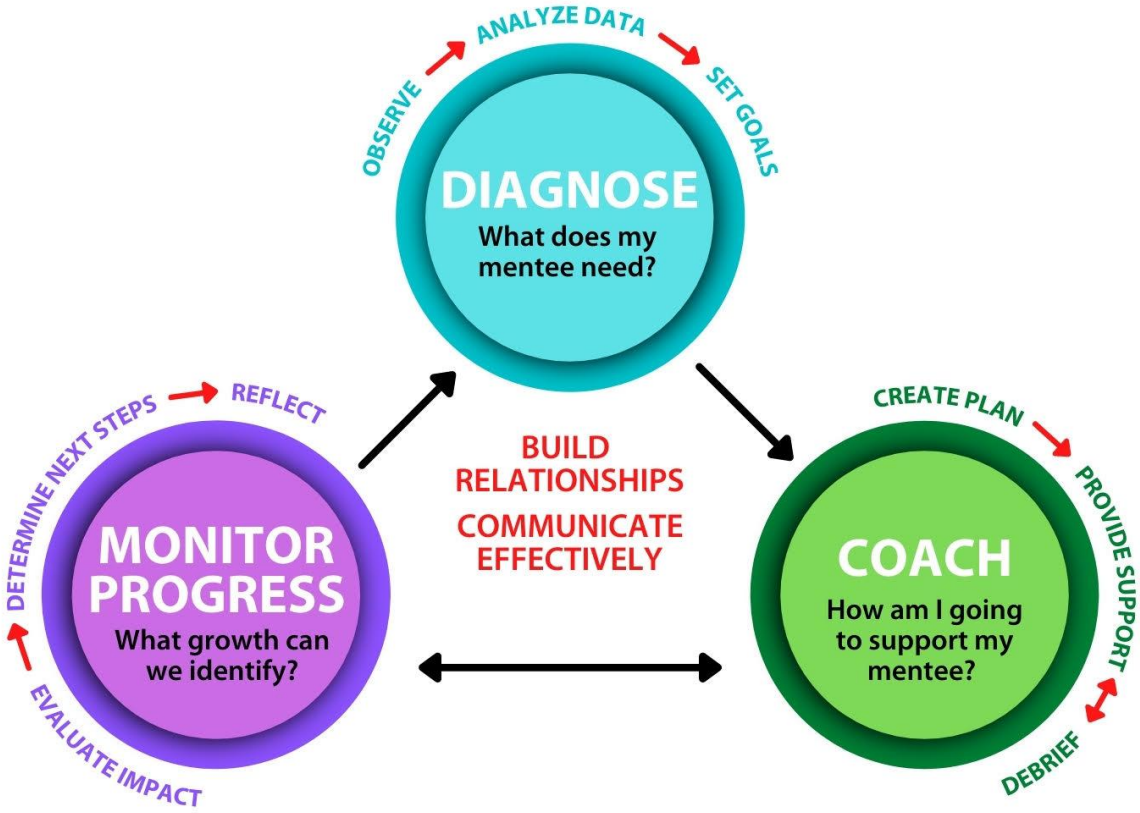
Module 4 Outcomes:

- Use Gordon's Skill Ladder as a tool to build awareness of self-efficacy for maintaining momentum
- Understand the different types of support a mentor can provide and when each is most appropriate to implement
- Explain how to effectively implement classroom support
- Explain how to effectively provide resources and act as a curriculum/instructional specialist

Let's Make a Date



The Mentoring Cycle



Build Relationships

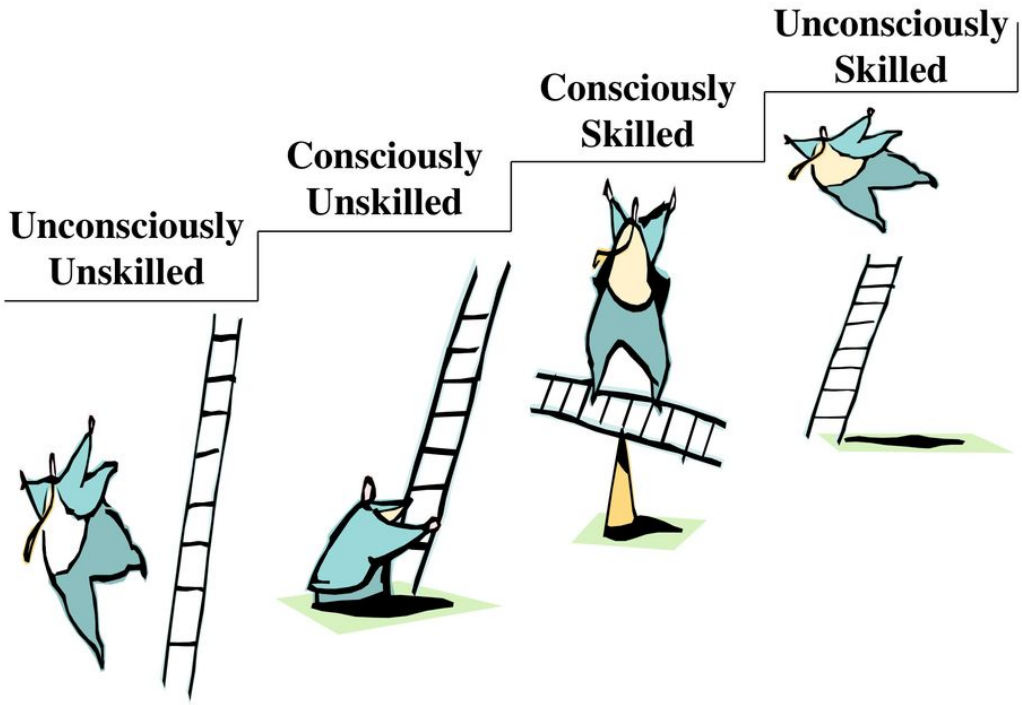
Build Relationship: 3 Key Components

- Establish trust
- Build confidence
- Maintain Momentum

Build Awareness: Gordon's Skill Development Ladder

Notes from Gordon's Skill Development Ladder video

Gordon's Ladder of Skill Development



Notes on Gordon's Skill Development Ladder levels

Unconsciously Unskilled	**Consciously Unskilled**
Consciously Skilled	**Unconsciously Skilled**

Self-Assessment

	Unconsciously Unskilled	Consciously Unskilled	Consciously Skilled	Unconsciously Skilled
Developing partnership agreements				
Conducting an observation				
Creating look-fors				
Scripting during an observation				
Listening				
Paraphrasing				
Analyzing observation notes				
Prioritizing an area of focus				
Embracing a growth mindset				
Drafting goals				
Engaging in a goal-setting meeting				

What does this tell you about yourself as someone learning to be a mentor teacher?

How will knowing this information about yourself help you move forward in the learning process?

Help your mentee maintain their momentum

BR 1	Unconsciously Unskilled	Consciously Unskilled	Consciously Skilled	Unconsciously Skilled
Mentee says...	"Lesson planning doesn't seem that difficult."	"I'll never feel comfortable teaching math!"	"I feel like the decimals lesson went great today - but I am exhausted from teaching it!"	"The science lab went amazing today - student's assessments showed they really got it! So why do I feel like I forgot to teach them something important?"
Mentor responds...				
Mentee says...	"I'll plan the activity in the morning while students are doing morning work."	"Reading just really is not my thing."	"I was so focused on nailing the think aloud with my students that I totally forgot to take attendance!"	"I felt like all kids were engaged during the lesson and I had zero behavior issues. Did I do something different today than I normally do?"
Mentor responds...				

How does it all connect?

How does Gordon's Skill Development ladder connect to the other components we've learned about in the Build Relationships component of the Mentor Cycle?

Summarize the learning

Jot down 1 or 2 sentences that summarize your learning from this part of the session.

Key Takeaway:
Gordon's Skill Development Ladder is a tool mentors can use to maintain mentee momentum as they learn and grow.

Provide Support

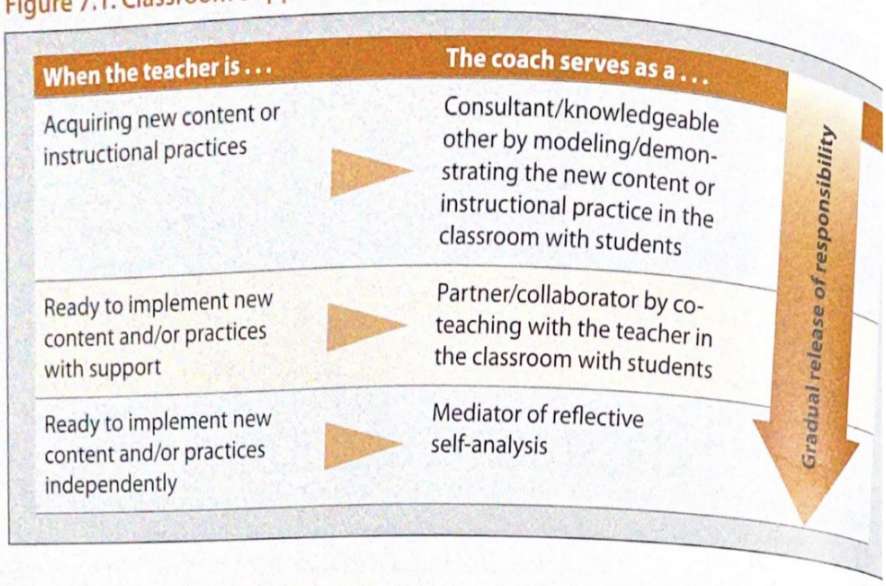
Provide Support: 3 Key Components

- Classroom Supporter
- Resource Provider
- Curriculum/Instructional Specialist

3 Levels of Classroom Support

- Modeling
- Co-Teaching
- Observation with Feedback

Figure 7.1: Classroom Supporter Options



actively observes the teaching practices and notes corresponding student behaviors. Teachers take notes to use during the reflection conversation or debriefing. During that part of their conversation, the teacher engages with the coach in examining the teaching practice, whether it is the teacher's own practice, the coach's, or both, to identify how the teaching practices influenced student learning. When coaches support teachers in implementing new instructional practices, they may begin with demonstration lessons, then use a gradual release of responsibility model to co-teach, and finally observe and reflect together on the teacher's own use of the practice. Figure 7.1 depicts the continuum of options.

This continuum is built on the theory of cognitive psychologist Leo Vygotsky (1978) who suggests that adults learn from more knowledgeable others who encourage and facilitate their learning and application of learning through a process of gradual release of responsibility. Gradual release has grown in popularity and is included in subsequent work by other cognitive psychologist and learning theorists as an approach to learning for both students and adults. In applying a gradual release model with educators, a coach allows teachers to assume more responsibility for planning and incorporating new knowledge, skills, attitudes, and behaviors into their practice. When comfortable with new practices, ull responsibility for the in the feedback process

Section 1

Demonstration and modeling

To begin along the continuum of options, coaches take a prominent role in the classroom by demonstrating an instructional practice, how to teach a specific concept, or how to enact a set of beliefs such as all students are learners. A coach may choose to model or do a demonstration lesson when an instructional strategy or content is unfamiliar to the teacher, when teachers feel uncertain about how to implement a new practice, or when teachers have some disbelief or concern about how

the practice will work with their students. As master teachers, coaches are comfortable modeling practices for teachers. Teachers who are learning new practices or are yet unable to envision the practices in their own classroom may be helped by seeing them in action. In particular, they benefit from seeing new practices applied within their classroom and with their students. They are better able to construct an understanding about what the new practice looks like and how it benefits students.

When a coach and teacher decide that a demonstration is the best place to begin, the coach ensures that the model occurs in a classroom of students like the teacher's or in the teacher's own classroom with his students. Before the demonstration, the coach and teacher plan a lesson together; the coach later conducts the lesson while the teacher, or a group of teachers, observe. Sometimes, coaches teach part-time in a demonstration classroom in which they model instructional practices for observers. At times the coach and teacher may feel it is most beneficial to see a demonstration by another teacher on the staff or in a different school. In such a case the coach joins the teacher(s) so they can co-observe the demonstration. In this type of demonstration, the coach and teacher may talk about the teaching practices and student learning as the lesson occurs.

Whether observing in his or her own classroom, a demonstration classroom, or another teacher's classroom, the teacher will want to plan with the coach to collect specific types of data about the teaching and student behaviors during the lesson. The coach may provide the teacher with an observation guide to use for note-taking during the demonstration lesson (see Tool 7.2). Together, the coach and teacher can adapt this observation guide or construct a new one. After the demonstration, they use the notes from the observation guide to discuss what the teacher observed, to answer questions the teacher may have, and to facilitate the teacher's learning and application in his or her own classroom practice

Section 2

Co-teaching and equal responsibility

As the teacher becomes more comfortable with new practices or expresses a readiness for co-teaching, the coach moves along the continuum to co-teaching and observation with reflection. Co-teaching is the practice of sharing responsibility equally between the coach and the teacher during the instruction of a lesson. Both teacher and coach plan the lesson using the curriculum and a lesson planning tool. The co-taught lesson always follows the natural course of the curriculum rather than deviating from it to accommodate the co-teaching. Coach and teacher determine in advance the role each will play in the lesson. Sometimes, the division of responsibility falls along various aspects of the lesson design. For example, the teacher may review the previous lesson and present the lesson's objective and introduce the co-teacher. The co-teacher (coach) may then activate students' background knowledge. When the coach and teacher each assume responsibility for shorter segments of the lesson, such as the various parts of the lesson progression, rather than in a larger portion, they model the co-teaching principles of *equal and shared responsibility* for the lesson. Tracking and participating in short segments keep both the coach and teacher fully engaged in the entire lesson.

Coaches choose co-teaching when the teacher has developed only a novice level of understanding and comfort with the new practice or when the teacher is ready to try the practice. Occasionally, however, coaches will encounter teachers who are so

comfortable with the coach's modeling that they resist co-teaching. Gentle urging is one strategy to encourage teachers to take the risk to co-teach with the coach. When they do accept the risk, they build a commitment to each another and student success. According to Fred Newmann and Gary Wehlage (1995), "[C]learly shared purpose and collaboration contribute to collective responsibility" (p. 31). They continue:

> One's colleagues share responsibility for the quality of all students' achievement. This norm helps to sustain each teacher's commitment. A culture of collective responsibility puts more peer pressure and accountability on staff who may not have carried their fair share, but it can also ease the burden on teachers who have worked hard in isolation but who felt unable to help some students. In short, professional community within the teaching staff sharpens the educational focus and enhances the technical and social support that teachers need to be successful. (p. 31)

Co-teaching requires the coach and teacher to reach fundamental agreements about their collaborative work so they are both comfortable. They might discuss how they will handle unexpected student misbehaviors, situations in which one feels the other misspoke, questions from students, needed adjustments in their plan, and their physical location while the other is leading a part of the lesson. They may want to reach agreements on whether each is comfortable adding comments while the other is leading his portion of the lessons or sharing observations about students' learning with each other during the lesson. They might also want to agree about some shared values each wants to model: Each teacher is equal as a professional; each student is a learner and capable of learning; no one adult is better than the other; all students will receive the same high-quality opportunity to learn.

Section 3

Observation and reflection conversations

A third option for the coach as classroom supporter is observing and engaging the teacher in reflection conversations (Costa & Garmston, 2002). A coach chooses observation and reflection when teachers have implemented new practices within their own classrooms independently, are ready to examine their practice, want to reflect on the effectiveness of their teaching, want another set of eyes to help them enhance or refine their practice, or are focused on their own continuous improvement as professionals. This form of classroom support helps teachers hone their instructional skills and strengthen their practice. Table 7.1 offers a protocol for a reflection conversation.

A variety of coaching models such as Cognitive Coaching (Costa & Garmston, 2002), Blended Coaching (Bloom, Castagna, Moir, & Warren, 2005) and Co-active Coaching (Kimsey-House, Kimsey-House, Sandahl, & Whitworth, 2011) specify structures for reflection conversations. The framework of the coaching program in which the coach is employed often determines the structure of the reflection conversation, yet many programs intentionally blend structures to allow coaches the greatest flexibility so they can connect with teachers where they are and lead them to higher levels of self-understanding, analysis, and practice (see Tool 7.3).

Usually, although not always, a coach meets with the teacher before observing the lesson to determine the area of focus for the observation based on the teacher's professional learning goal. Together, the coach and the

may move fluidly during a single reflection conversation or throughout a relationship with a teacher.

The stance the coach assumes may be predetermined by the framework or parameters of the coaching program within which a coach is working. If the coaching program is specifically designed to support teachers as they implement a new set of instructional practices or a new curriculum, coaches may be expected to spend a greater portion of their time while teachers are developing the skills and knowledge in the role of expert. And following the principle of gradual release, as teachers become more comfortable with the new content and practices, coaches may move along the continuum to spend more time in the stance of collaborator or mediator of self-analysis and reflection. When coaches take the stance of a facilitator, they build a teacher's capacity to become a reflective practitioner by modeling the type of analysis that occurs. Because professionals regularly examine their own practice, coaches help teachers become more self-reflective and facilitate teachers' capacity to engage in ongoing reflection when the coach is not available to facilitate or encourage teachers to support peers as facilitators.

Classroom supporters need certain knowledge, skills, and practices

Classroom supporters depend on an extensive body of knowledge and a wide variety of skills. Classroom supporters need skills in listening, questioning, paraphrasing, identifying assumptions, and challenging assumptions. Asking questions is a particularly important skill that a coach needs to probe a teacher's thinking about the decisions she makes and what she considers as she makes each decision.

> "My most significant learning as a coach this year has been in the power of questioning. Questioning can shorten or deepen a person's learning. Questioning can show learning or lack of learning. It allows one to see where the learner is in direct connection to his/her understanding of the subject matter. Questions allow the facilitator to build the inquiry that creates culture."
>
> *Michael Buckley*
> *Instructional Coach*
> *Ranch View Elementary School*
> *Naperville School District 203*
> *Naperville, Illinois*

Coupled together, these skills make up the essence of coaching, and coaches benefit from learning and practicing these skills until they are routine. Because each teacher is unique, coaches need to be flexible in applying different coaching stances and responding to the needs of different teachers. Using the appropriate coaching stance, whether as an expert, collaborator or mediator of self-analysis and reflection, a coach displays a skill and an art. To achieve excellence, a coach needs to invest in considerable time, practice, and their own self-analysis and self–reflection. To hone their skills, coaches seek regular opportunities for coaching in which they refine and enhance their own practice. Feedback from teachers, coach champions, coach supervisors, and peers can help them reflect on their effectiveness as coaches.

Let's Jigsaw: Modeling, Co-Teaching & Observation with Feedback

1. Move to breakout rooms & decide who will become the "expert" for each type of support.
2. Read about your chosen topic.
3. As a group, complete the chart below for your assigned support.
4. Be ready to teach your group members about your type of support.

Don't worry if you don't complete the entire chart!

After learning about each type of support, you'll have an opportunity to add to your chart!

BR1	Mentor Stance/ role taken	How/when used	Intended result	Variations	Pre-work & Follow-up	Steps for implementation
Modeling						
Co-Teaching						
Observation w/ feedback						

Modeling

- Share with students what this growth opportunity is
- Make your thinking and decision making visible
- Step in and out of the teacher role vs. mentor role
- Encourage mentee to watch how students respond to the instruction
- The mentee should be actively engaged using a look-fors checklist
- Remember you don't have to model an ENTIRE lesson - keep it focused!

Sentence Starters for Stepping In and Out of Modeling

- Did you notice how I just _____?
- I am about to try _____, so watch how I do that.
- When I did _____, what did you notice about students' reactions?
- I was hoping _____ would occur, but then I had to adjust by _____.
- That did not seem to work, so now I am going to try _____ and see if the results are different

Sample Modeling Transcript: Elementary Mathematics

Mentee - *Good morning class! Remember how I told you all yesterday that I was going to have a friend come by our classroom today and help us work on some things? Well here she is! This is Mrs. Carlson - Can you all say hi? Mrs. Carlson is such an awesome teacher and she has agreed to help me with a personal goal that I am working on. So today she is going to be your guest teacher and I am going to be watching very closely as she works on our math lesson with you all.*

Mentor - *That's right! I am so happy to be here and am looking forward to teaching you all today. I also want to let you all in on a little secret - we are all learners in this classroom. All of you, your teacher, and me - today we are all going to be learners. So while I am teaching you today, your teacher and I are also learning. So sometimes I'll be talking to all of you, and sometimes us teachers will be talking to each other. There might be something really specific I want to point out or tell your teacher so I might pause the lesson a few times and ask you to talk to a shoulder partner, or to think silently for a minute or two so I can go chat with your teacher and point out some things about our lesson today that are working or maybe even not working.*

Can you all help me with that today? Awesome!

[Mentee teaches the Fluency Practice part of the lesson plan and afterwards goes and sits down ready to observe the mentor begin the Concept Development part of the lesson plan with look-for checklist in hand.]

Mentor - *Today we're going to work in groups to solve Problem 6. Let's prepare our chart paper by folding it into three equal parts.* ***(Students follow directions to fold chart paper)*** *With your group, read Problem 6 now.* ***(Students read the problem)*** *So as I think about this problem I am going to try to picture it in my brain. I know that there was a lot of rain that fell and someone measured it because they said in two years there was 282 cm worth of rain. Wow! That's a lot of rain. They had to measure every time it rained for two whole years! So I also know they combined what they measured during year 1 and combined it with year 2 to get 282 cm of rain. Turn to a partner in your group and share what you are thinking/visualizing about this problem.*

(Mentor steps over to mentee and has quick discussion)

Mentor (to mentee) - When I modeled visualizing the problem for students, what did you notice about their reactions?

Mentee (to mentor) - I saw lots of heads nodding and they seem to be following your line of thinking.

Mentor (to mentee) - Let's see how they do when we get to the read-draw-write process and see how they do.

(Mentor steps back over to students and gathers their attention)

Mentor **-** *Now that you have a picture in your mind about what is happening in this problem, work with your group to draw at least two different ways to represent the problem. Make the drawings on the top third of your paper. Each of you has a different color marker so that your participation shows on your poster. Make sure each member of your group contributes.*

[Mentor begins to circulate as groups get started and notices one group having a hard time putting marker to paper. She approaches that group. The mentee moves closer to hear their conversation.]

Mentor - *I see you all are having a little trouble getting started. What is this problem about?*

Julian (student) - *It's about the amount of rain that fell in New York City in 2 years.*

Mentor - *That's right! And what do you need to find out in order to solve the problem?*

Suzanne (student) - *Well we know that the total of rain was 282 centimeters and in one of those years it rained 185 centimeters, so I think we need to find out how much it rained in the second*

year.

Mentor - *Great! How might you use some of the different models that you've learned about to make sense of the problem? Talk about that together.*

[Mentor walks away from the group and over to the mentee.]

Mentor - *Did you notice anything in particular about my line of questioning to support that group in getting started?*

Mentee - *I noticed the questions were not leading questions, but very open-ended to really get them to do the thinking and connect to their prior knowledge of drawing models of a word problem.*

Mentor - *Yes! They knew what to do, but just needed a tiny push in the right direction to reassure their thinking was on the right path and build their confidence. I am going to bring the class back together to have them share their models now. Make sure to take note of the questions I ask when I facilitate this discussion.*

[The mentor finishes the model lesson continuing to step in and out to discuss key points with the mentee.]

What do you notice?

What do you wonder?

Let's reflect (modeling):

How comfortable are you feeling about engaging in modeling for your mentee?

When might you choose this method of support with your mentee?

What pieces do you need additional practice with before feeling comfortable to model a lesson for your mentee?

Types of Team Teaching

1. Jigsaw: When you "jigsaw," you and the mentee will break up the lesson into parts and each of you will take the lead on some of the parts. When you are not the lead, you are sitting right there supporting the lead. If a mentee isn't brand new to something but still isn't very comfortable, you can take the more "meaty" parts of the lesson that require more heavy lifting, while the mentee takes the parts they are comfortable with. Or, if the mentee is ready for a challenge, you can take the other parts of the lesson off of their plate, allowing them to focus on the part they really want to push themself with. You'll ask your mentee, "what would you like to do, and what would you like me to do?"

2. Whisper-in: When you do this, you'll be sitting right next to your mentee while they're teaching, ready to give them some tips on the spot. You may have suggestions with real-time problem-solving, clarifying vocabulary, supporting student engagement, or adjusting the pacing of the lesson to better align with the needs of the students.

3. Teach, Pause, Discuss: In this type, you or the mentee will be taking the lead with teaching. At predetermined spots OR in the moment based on need, you or the mentee can "pause" the lesson, giving the two of you time to discuss what's happening, before resuming the lesson. This is most effective when one of you notices something and you want to pause and address in the moment.

4. Share Roles: As you know, there are a many different roles a teacher has to take in any one lesson - all at the same time. You can be side-by-side with the teacher, with both of you taking on different roles in the lesson. For example, one of you may be leading a discussion while the other creates a chart of student responses. This is a nice one because you can be right there ready to support the mentee while they're teaching!

Video: Co-Teaching a Lesson

Let's reflect (co-teaching):

How comfortable are you feeling about engaging in co-teaching with your mentee?

When might you choose this method of support with your mentee?

What pieces do you need additional practice with before feeling comfortable to co-teach a lesson with your mentee?

Let's reflect (observation with feedback):

How comfortable are you feeling about engaging in an observation with feedback for your mentee?

When might you choose this method of support with your mentee?

What pieces do you need additional practice with before feeling comfortable to do an observation with feedback for your mentee?

Co-Plan Instruction (modeling)

- Revisit agreements
- Confirm the purpose/goal and connection to SMART goal
- Confirm that you're modeling
- Make thinking visible as you co-plan the lesson or activity
- Create a "look-fors" checklist based on the goal of the model lesson or activity

Common Planning Time Support Tool

Observer: **Grade Level/Subject Area:** **Date:**

During common planning time, teachers should be working alongside grade-level, subject-area peers to prepare units and lessons using their curricular materials. This tool captures information on the extent to which this is occurring.

For each look-for, the observer should mark yes or no.

Indicators	Teacher Actions	Yes or No
Indicator 1: All teachers —including special education, English language, and reading interventionists— prepare for instruction using high-quality materials, led by an individual trained in the content.	**A. High-quality curricular materials are being used.** *If yes, complete the remainder of the form. If no, document the activities below.*	
	B. 1. The leader of common planning time is: *teacher * administrator *vendor *other **B. 2. The leader has participated in:** *Content Leader training *content module redelivery *Intervention Content Leader training *Mentor Teacher training *NISL *other content/curriculum training	
	C. Teachers are planning for the upcoming unit or lesson using high-quality curricular materials.	
Indicator 2: All teachers are planning for necessary supports within the lesson for students that require them.	**A. Teachers have identified where students will struggle within the lesson or their likely misconceptions about the material.**	
	B. Teachers have identified students who will need additional support to access the curriculum.	
	C. Teachers are planning how to support those students within the lesson and using the appropriate resources and work connected to the high-quality curriculum.	

Common Planning Time Support Tool

The activities listed below are considered best practices. Observers should select all activities that are observed. If "other" is selected, this indicates best practices are not observed.

During planning in English, teachers:	During planning in math, teachers:	During planning in science, teachers:
Prepare for the unit by: • Reading and summarizing the unit goal • Analyzing the unit assessments to determine the knowledge and skills needed to be successful • Reading, annotating, and discussing the unit texts to determine the big ideas, how they connect to the task, and what qualitative features[1] students might struggle with • Tracing the development of knowledge and skills through sections and lessons • Writing exemplars for writing and speaking tasks and identifying the range of responses Prepare for the lesson by annotating the lesson plan to: • Determine high-leverage knowledge and skill look-fors • Determine the purpose of each activity and question • Identify possible student misconceptions • Create exemplar responses • Justify lesson changes and timing adjustments • Incorporate instructional strategies to enhance student engagement • Identify areas of need for small group instruction Other	Prepare for the unit by: • Reading and annotating the standards and/or unit overview • Examining the sequence of lesson objectives • Completing and analyzing the unit assessments • Solving the conceptual understanding problems • Identifying the models and strategies necessary to ensure students master the most difficult tasks in the unit Prepare for the lesson by annotating the lesson plan to: • Complete the culminating task using the models/strategies highlighted • Complete and analyze the problem set • Distinguish between "Must Do" and "Could Do" problems • Answer the student debrief questions • Identify the questions to support students to master the lesson Other	Prepare for the unit by: • Identifying the disciplinary core ideas, science and engineering practices, and crosscutting concepts for the unit • Outlining the unit storyline; identifying the problems students need to solve and questions that need to be answered • Discussing how the disciplinary core ideas, science and engineering practices, and crosscutting concepts are threaded throughout the unit's storyline • Identifying the appropriate places in the unit to address key understandings and/or misconceptions about the phenomenon and science concepts • Reviewing the unit assessment Prepare for the lesson by annotating the lesson plan to: • Determine connections to the phenomenon and opportunities to build understanding of key science concepts • Review lesson guidance and lab safety requirements • Prepare labs and hands-on activities • Identify connections between the lesson and upcoming assessments Other

[1] Use the informational or literary rubric for qualitative text analysis.

Modeling: Elementary Math "Look-Fors" Checklist

SMART Goal: *By the end of the next math unit, I will improve my ability to facilitate a 90-minute math lesson from our district curriculum that requires students to apply their learning to a new, or variety of real-world situations.*	
Look-Fors	**Observation Notes**
• How to get students to use what they know to try out a solution pathway without giving them too many "hints"	
• Types of questioning used that scaffolds student thinking/learning	
• How students visualize the problem	
• The wait time provided for processing & discussing	

Modeling: Elementary Math Co-planning Conversation Transcript

Mentor - *Glad we got to meet this morning to talk about how I can best support you in meeting the SMART goal we came up with when we met last time. Again, I really appreciated getting to observe in your classroom and debrief with you. I've been doing some thinking about your goal, and as you saw in the mentoring plan, I think one of the ways I can best support you in reaching it is to model a portion of an upcoming math lesson that focuses on solving word problems in a variety of contexts.*

Mentee - *Yes, my students always seem to get the concept when we are practicing together. Like they know how to add, subtract, multiply and divide, but when it comes to choosing which operation to do and choosing that solution pathway they just really struggle. Sometimes it seems like they won't even try to figure out what to do, they are just waiting on me to tell them the way to solve even though we talk all the time about how there's more than one way to solve math problems. I just wish they would take a risk and try. I think I'd like to see how you get students to do this in action.*

Mentor - *Great, I'm really glad. This will be my first time modeling with someone else's kiddos but I'm excited to show you what it can look like - just know that it won't be perfect, by any means, but it'll be a good learning experience for both of us.*

Mentee - *Yeah I'm excited to see you try it with them.*

Mentor - *So I was looking at what you have coming up in your lesson plans and it looks like you are doing Lesson 2-Solve word problems in varied contexts using a letter to represent the unknown - from our district curriculum tomorrow, is that right?*

Mentee - *Yes.*

Mentor - *So I was thinking I could come into your classroom after you've gotten the lesson started. You could have already taken them through the warm-up, fluency practice part of the lesson and then I'll jump in when it gets to the concept development portion of the lesson.*

Mentee - *So I would get the lesson started and then you would take over the second part? I think that sounds good. But could you be in there for the part that I am teaching too in case it isn't going well?*

Mentor - *Sure, I think I can work that with my schedule. Let's confirm the timing, what time does math start?*

[Mentor and Mentee finish confirming the logistics]

Mentor - *This is the lesson that is coming up tomorrow, It's from Eureka Math's Module 7, Topic A, Lesson 2 and I think it will work perfectly in alignment with your SMART goal. Students will have the opportunity to work in cooperative groups to identify multiple solution paths in application word problems. So as I look through this lesson plan I want to really hone in on the*

concept development section and really think through how I am going to facilitate this part of the lesson so students increase their ability to choose a solution path. So on this part on page 28 the teacher asks the students to work with their group to solve problem 6. The teacher asks the students to take a quiet moment to visualize the problem, first independently and then share with their group members. I am going to make a note here that I want to model how to visualize a problem for the students. I'll use a think aloud process so students can get a better understanding of what visualizing the problem means and how it can help them choose a solution path.

[Mentor continues reading through this section of the lesson plan and makes annotating type notes, thinking aloud for the mentee on how the mentor plans to implement this part of the activity. The mentor is focusing on making their thinking visible as they go through the activity together and jotting down their own notes for the model piece.]

Mentor - *The last thing we need to discuss is what you'll be doing while I am modeling. You should definitely be observing both me and the students, but I want us to come up with a specific look-fors checklist for you to complete while you observe me teaching.*

Mentee - *Okay, that sounds good. I know one thing I really want to watch out for is how you get students to actually use what they know to try out a solution pathway without having to give them too many hints.*

Mentor - *That's a great thing to put on the checklist. One thing I really want you to take note of when I am modeling is the type of questioning I use to scaffold the learning.* **[Mentor begins filling out a checklist using the"Look-Fors" checklist template.]** *This type of questioning is very open-ended and doesn't baby-step the students to the solution. Another thing I want to add to this look-fors checklist is having students visualize the problem prior to choosing a solution path. This gets students really thinking about what the problem is describing or asking them to do before they choose a solution pathway.*

[The mentor and mentee continue adding "look-fors" to the checklist.]

Mentor - *Well, I look forward to seeing you tomorrow at 10 o'clock for this lesson. When is a good time for you to meet after tomorrow to debrief?*

Mentee - *I could do Friday during our lunch time - will that work?*

Mentor - *Sounds great - I will see you tomorrow!*

Co-Plan Instruction (co-teaching)

- Revisit **agreements.**
- Confirm the **purpose/goal** of the lesson and **connection to SMART goal.**
- Create a **"look-fors" checklist** based on the goal of the lesson or activity.
- Select **best model for co-teaching** to achieve student and teacher learning outcome.
- **Make thinking visible** as you co-plan what the lesson requires to be successful, including any tweaks you need to make to integrate your chosen co-teaching model.

Co-Planning for a Co-Teach Conversation Transcript: Elementary Math (Segment)

[The mentor and mentee have already begun their co-planning meeting. They've greeted each other and confirmed the timing and date of the lesson they'll be co-teaching].

Mentor - So I've been looking through the lesson we said we'd be teaching and I brought my copy with me that I made some notes on. Did you have a chance to read through it?

Mentee - I didn't, I'm sorry. I have it right here. I meant to over lunch but then I had a couple kids stay in for extra help.

Mentor - Next time we're going to co-plan, try to read through the lesson the night before. Lunch and recess are so unpredictable - it's best if you don't leave stuff until that time. The impact of you not reading through it already means you won't be prepared for our conversation. But for this time, I'll share my thinking as we go through it.

Mentee - Yeah, I will. And I think I'm getting more familiar with how Eureka lessons go…there seems to usually be some fluency practice, an application problem, some concept development with a problem set, and then a debrief.

Mentor - That's the general structure, yep… and this lesson follows that structure, you can see it here. Anticipating student responses is really going to come up in the Student Debrief.

Mentee - So that's where I've been really struggling. I think I told you this already when we debriefed, but I try to use the questions they have there to lead the conversation but it just

seems to go all over the place. The kids don't seem to get a lot out of it.

Mentor - Yeah - I was thinking about that. Because you've been getting more comfortable with teaching Eureka lessons and your goal is around anticipating student responses, when I'm in your room to co-teach with you we can….

[Mentor annotates on the lesson plan]

Mentor - ...be in the room together for the whole lesson. You'll teach the fluency practice, application problem, and the concept development. I will be right there with you during those times. We can use a strategy called "teach, pause, discuss". Anytime you want to pause in your teaching for us to discuss how it's going or if you have any wonderings you can just pause and we can take a quick time-out to discuss. At the beginning of the lesson, I'll explain to the kids how it's going to go so they're not surprised.

Mentee - So I'll just, pause?

Mentor - Or give me a signal...I'll make sure to stay close by so it's easy for us to pause and discuss. If I have a thought and want to call a pause, what's the best way for me to do that?

Mentee - Um. I don't know - I've never had that happen before.

Mentor - How about I just give you a little hand signal? Yeah? We can try it and if it doesn't work we can try something different next time.

Mentee - Sure.

Mentor - And then once you get the kids started working on the problem set, you and I should share the role of going around and selecting the students' work for the debrief. Then how about I lead the debrief and you watch?

Mentee - I was hoping you'd say that.

Mentor - No problem - so I think to get ready to observe the students while they're working, we should take some co-planning time to work out the math together for the problem set problems now. Then, we can discuss what we've noticed about the ways we've worked the problems out and discuss what we might see the students do. I was thinking we could work out problems 4 and 5 together and use those for the discussion...see, those two problems are much more meaty than problems 1-3...Let's try to find three ways to solve each of those problems, like in our SMART goal.

[Mentor and mentee each start independently working on problems 4 and 5…]

Co-teaching: Elementary Math "Look-Fors" Checklist

SMART Goal:
By the end of the next math unit, I will increase my ability to facilitate strong student math discussions by anticipating student responses and using effective questioning so that students engage in high quality mathematical discourse.

Look-For's	Observation Notes
• Selecting student work that will support student discourse during whole class discussions	
• Anticipating student responses	
• Types of questioning utilized to push the conversation forward and provoke high levels of thinking	
• How to connect from one students work to another	

Co-Plan for observation & feedback

- Revisit logistical **agreements.**
- Confirm the **purpose/goal** of the lesson and **connection to SMART goal.**
- Create a **"look-fors" checklist** based on the goal of the lesson or activity.
- **Prompt mentee to make their thinking visible** as you co-plan what the lesson requires to be successful

Co-Planning for an Observation with Feedback Conversation Transcript: Elementary Math

Mentor - I'm glad we found a chance to meet for a few minutes today so we can go through a few things before I come observe and give you some feedback. We've been working on facilitating mathematical discourse for a few weeks now and I think you are definitely ready to take it on all by yourself.

Mentee - Yeah sorry this week has been crazy! But glad we found a few minutes to sit down together. I really wanted to talk through the lesson that you're going to observe before you come just to make sure I feel really comfortable doing the math discussion part on my own.

Mentor - Okay, real quick, when did you want me to come observe?

Mentee - Thursday's afternoon math block if possible would be best for me.

Mentor - Let me check my schedule….yes, that will work for me too. I may miss the first few minutes, but that's okay since we are really trying to focus in on the discussion part of the lesson.

Mentee - Yeah, my goal is for the discussion to go as smoothly as possible now that I've had some practice together co-teaching.

Mentor - So let's talk through the lesson I am going to observe.

[Mentor & Mentee get out their curriculum and open to the lesson they are discussing]

Mentor - So talk me through how you plan to select, sequence, and then ultimately facilitate the discussion.

Mentee - So I've already worked out the task a few different ways that I am anticipating students to try. The sequence I am thinking will work best when facilitating the discussion is…

[The mentee continues to walk the mentor through their thought process on how to set up for the discussion]

Mentor - So what are some questions you can plan ahead to ensure the discussion goes in the direction you hope it goes?

Mentee - I was thinking some generic questions would really work best here like, "What similarities do you see between the first strategy and the second strategy?" and "What connections can we make between the model this student used to the number sentence the second student showed?"....any other ideas?

Mentor - I think these are great! Make sure you write those down in your plans so you don't forget to ask them. You many even include some sentence starters for students who are a little hesitant to join in on the conversation.

Mentee - That's a great idea!

[Together they brainstorm a few sentence stems and add them to the lesson plan]

Mentor - Okay, well I think you have a strong plan in place. Remember when I'm in there I am honing in on the things we've been focusing on during our mentoring cycle. I'm not there to judge, but just to provide you with feedback on the things we've been working on. It's going to be great!

Mentee - Sounds good! I'll see you Thursday.

Observation with Feedback: Elementary Math "Look-Fors" Checklist

SMART Goal:

By the end of the next unit, I will improve my ability to facilitate mathematical discourse among my students so that they can engage in meaningful conversations and make connections across contexts.

"Look-Fors" What does strong teaching for the focus area look like? (observer completes prior to observation)	Teacher Behaviors	Student Behaviors
• *The sequence of student work presented during the instruction supports the discourse.* • *Asking high-quality, open-ended questions so students make their own connections* • *Utilizing sentence stems to support all learners with engaging in the discussion* • *Students make connections across strategies and really take the lead in the discussion*		

Overcoming Barriers

Location:	**Time:**
Lesson "bite size":	**Group size:**

Resource Provider

- Helps teachers access and use resources for planning, instruction & assessment.
- Offers resources requested by teachers
- Recommends resources that relate to topics of focus
- Shares research on emerging trends and best practices
- Supports teachers with accessing, selecting, using and evaluating resources that are high-quality and aligned
- Helps teachers integrate useful technology into their classroom instruction

Types of resources

- Materials to support differentiation
- Ideas for enhancing academic language
- Formative assessment tools
- Digital tools for effective technology integration
- High-quality curriculum supplements
- Evidence-based practices
- Instructional resources
- Stations/centers ideas
- Hands-on science experiments

Scenario: Resource Provider in Action

Teachers of American history at North Star High School want to incorporate more literature into their classes. They have compiled a reading list of novels by American authors, but have difficulty identifying titles by authors who represent diverse perspectives about American history and other genres. They meet with Marla Jepson, the school's instructional coach, to talk about their desire to compile a reading list of multi genre literature that reflects the history of the United States, presents diverse perspectives, and spans students' reading abilities. They explain that the students will use the reading list for several projects throughout the year and teachers will use it to design and differentiate learning experiences, assignments, and instructional units for students.

Jepson meets with the school's librarian to identify what is available in the school library and begins the search for additional electronic resources of different lengths and genres that students might use. Jepson consults with teachers in the English department and find that they have already begun a list for their core literature course, including American literature. They are excited that Jepson agrees to share their work. In her annotations of the resources she locates, Jepson adds notes about each resource to help teachers understand the reading level and the unique perspectives each work presents. She want to make sure that teachers spend time thinking about the use of the resources to promote more critical thinking among students.

Jepson knows that helping teachers incorporate the literature into classroom practices and coordinating with the English department are important steps to consider in the process. She also wants to be sure teachers recognize that their choices and uses of resources align with the school goals of increasing the level of thinking and rigor students experience during classroom instruction. To future that goal, Jepson also incorporates question frames into her resource list to guide teachers in thinking about specific questions they can use to deepen students' critical thinking about each piece of literature. She also find some research articles on the effects of increasing the level of rigor in student learning and some examples what this looks like in classroom practice. She is even able to find a classroom lesson from the Teaching Channel that models a classroom lesson on literary interpretation using higher-level questions throughout a lesson. She wants to use these resources with social studies teachers during their department meeting to show them how to remodel their current lessons and questions to increase the level of rigor. Teachers are awestruck by the extensiveness of Jepson's work and excited to begin using their learning.

Once she has shared her resources with teachers and helped them consider how to use them in their planning and instruction, she asks for a second opportunity to share resources that may be useful. Understanding the benefit of Jepson's work, teachers readily agree. Jepson sets another meeting and introduces teachers to the instructional units available from the Library of Congress. Teachers review the units together and they determine that several units could be used as a starting point for an upcoming set of lessons. She also introduces teachers to the strategy of document-based questions because it combines teachers' desire to integrate more literature and the school's goal of increasing critical thinking and rigor.

Jepson wants to sustain the engagement she is having with the social studies teachers. They have been somewhat reticent to work with her previously, so she invites them to consider next the many primary source documents that the teachers can access online and through the district's learning management system. Using primary source documents is a skill embedded into the interdisciplinary standards and one teachers have not yet included in any units of instruction.

She suggests that during one meeting she would help teachers learn how to access primary sources aligned with upcoming units. Then she offers to co-plan and model and co-teach a lesson using primary documents with one of the teachers during her civil rights unit. The teacher and coach share the adapted unit and lesson plans with other teachers and invite them to observe the model lesson. By doing this, other teachers can examine how to integrate primary sources into their own units.

Teachers express their appreciation to Jepson for all her work on their behalf. She is grateful that she can influence teacher practice by introducing them to resources that they are not currently using. Although confident that teachers will continue to use those resources, she is also aware that her next hurdle is helping teachers access, evaluate, select, and implement their own resources.

- From Taking the Lead, JoEllen Killion and Cindy Harrison

Scenario Discussion

Discuss:

- How does the coach initially provide support?
- How does the coach go beyond simply finding & sharing the resources the teachers requested?
- How do the teachers react when the coach shares the resources?
- What was the long term impact of the coach's initial interaction with the teachers?
- How did the initial interaction of simply sharing some resources turn into classroom support?

Let's Reflect

What are some of the benefits of serving as a resource provider for your mentee?

How confident are you feeling about providing this type of support to your mentee?

What are some concrete actions you can take to ensure the resources you provide to your mentee are high-quality and aligned to their goal(s)?

Curriculum/Instructional Specialist

Curriculum	Instruction
• developing mentee's understanding of the structure or organization of the curriculum • deepening mentee's content knowledge • helping mentees to understand the distinction between standards & curriculum • helping mentees to effectively implement the district curriculum	• helping mentees select & implement instructional strategies to meet the learning needs of all students • aligning instruction with curricula and standards • develop teaching capabilities for implementing an instructional model • differentiating instruction strategies

Review the actions a mentor would take when engaging in each role. Work together to:

- Note the similarities across the two roles
- Note the differences across the two roles
- Create categories of actions a mentor would take across the two roles.
- Create a 1-sentence summary of each role.
- (Note: for the first 3, an example is provided for you)

Similarities	**Differences**
Across the two roles, what are the different categories of actions a mentor would take?	
One Sentence Summary: Curriculum Specialist	**One Sentence Summary: Instructional Specialist**

Let's Reflect

How confident are you feeling about providing this type of support to your mentee?

When might you provide this type of support with your mentee?

Given your work so far with your mentee, how could you see these two roles benefiting them?

Key Takeaway

When providing support for their mentee, mentors carefully consider the different roles they can undertake that will best meet the needs of the mentee.

Closure

Homework

- Continue to plan forward for how you'll lay the groundwork for the work required for the assessments.
    - Bring all of your mentor materials to each session - especially the artifacts of your work you'll be collecting when you start your work with your mentee!
- Review the mentoring plan template at the end of today's handout.
    - Jot down thoughts and questions to discuss at the next session.

Mentoring Plan

Mentee SMART goal

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)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

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