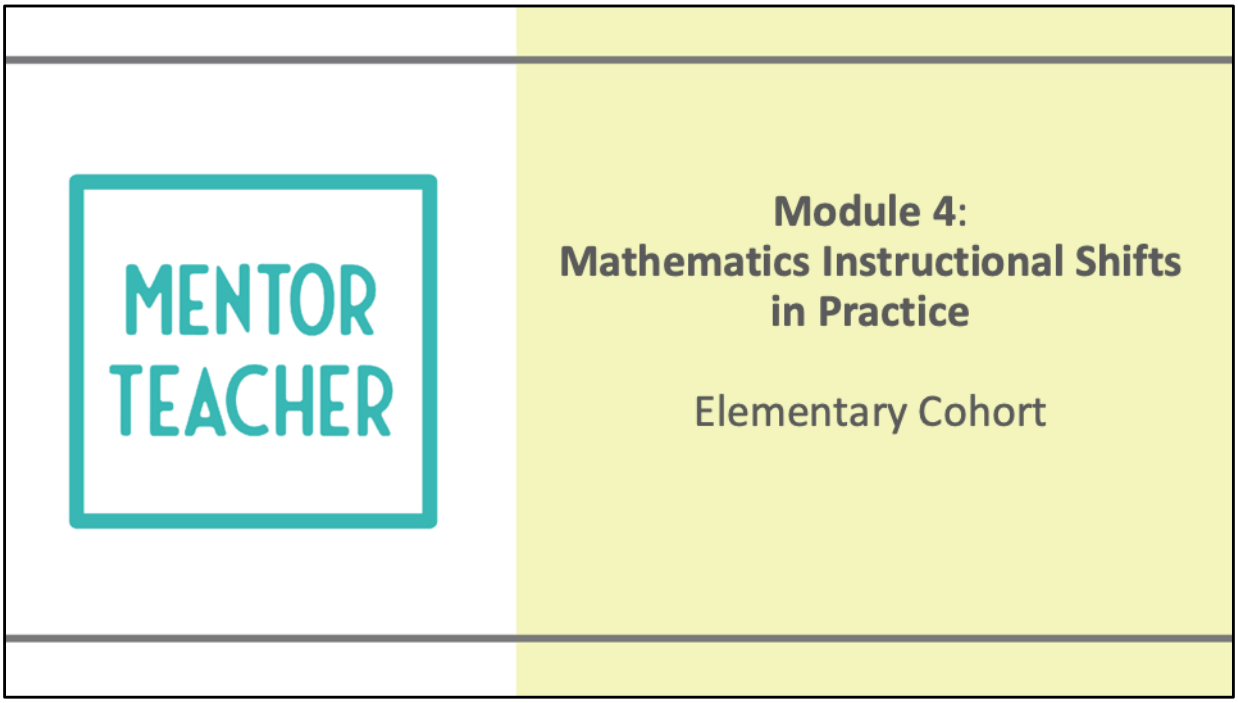


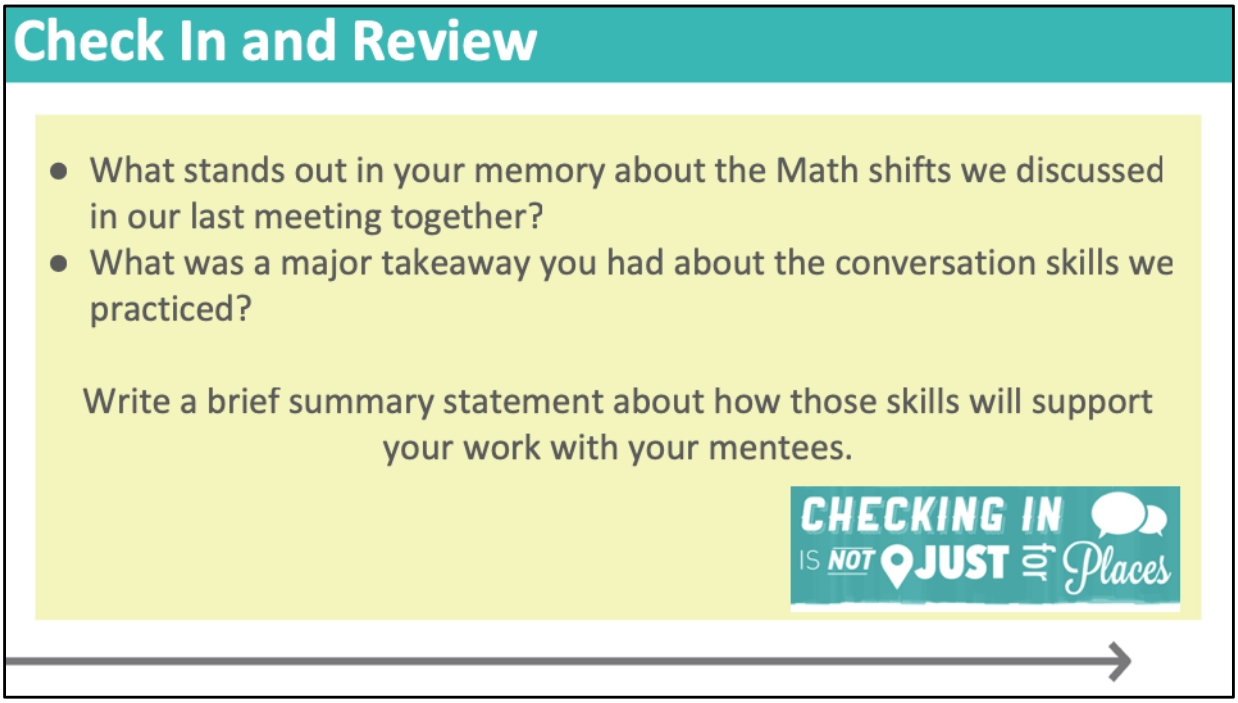
- **Duration:** 3 min.

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

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

- **Duration:** 1 minute

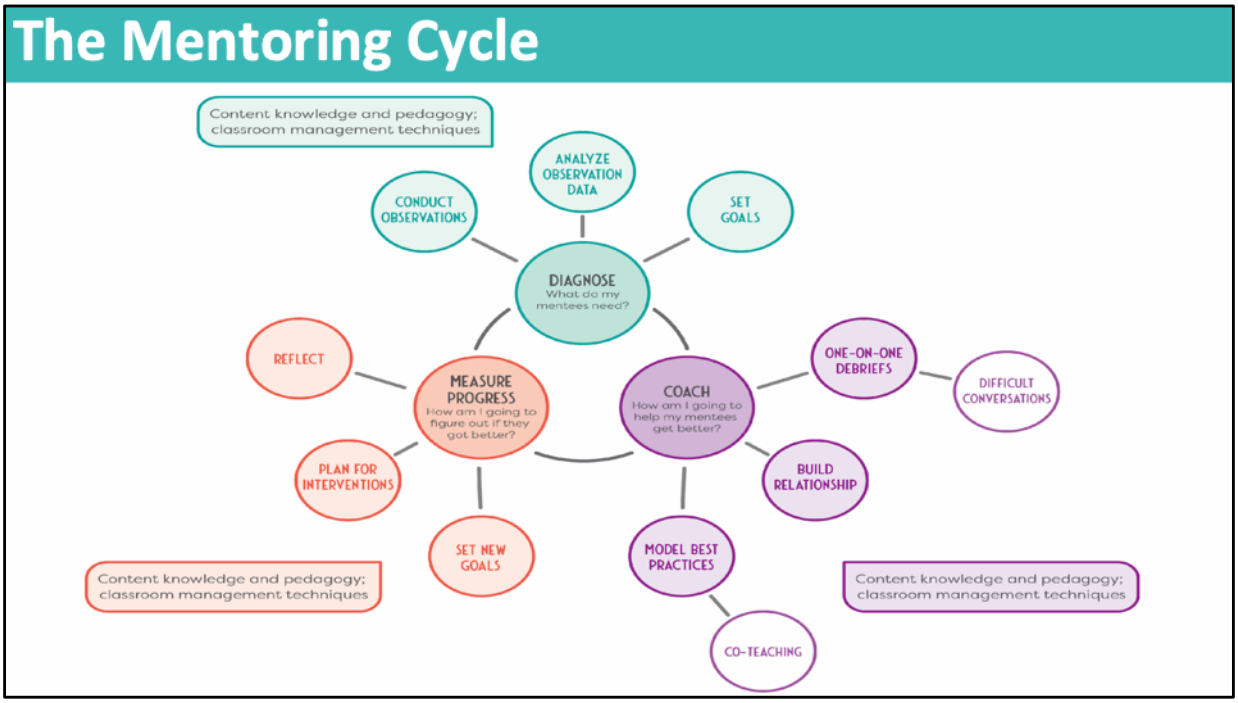
- **Facilitator says:** Let's just take a moment to remind ourselves about the overarching goals of the Mentor Training Course and what we have addressed so far. These can be found on page 3 of your handout. In past modules, we have focused on classroom management, planning conversations, and communication skills for building strong relationships, which aligns to our first and third goals. In module three we focused understanding the three instructional shifts in mathematics, which aligns with the fourth goal. Also in module three we discussed questioning to promote thinking when having reflective conversations with your mentees, as well as modeling and co-teaching best practices. This new learning aligned with goal three. We will continue to make connections to this prior learning throughout today and tomorrow's trainings.



- **Duration:** 8 minutes

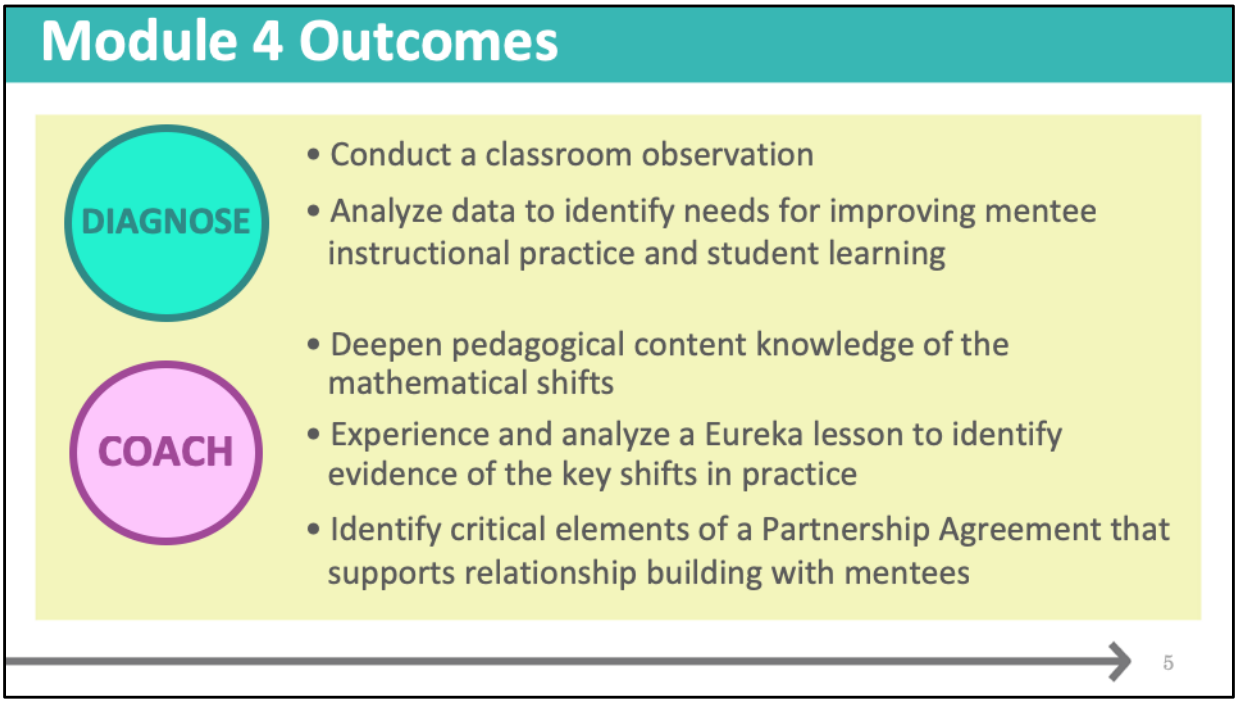
- **Facilitator says:** Please take 5 minutes in your learning teams to discuss your major takeaways from our last meeting together. What stands out in your memory about the math shifts we discussed or about the conversation skills we practiced. Then, write a brief summary statement about how those skills will support your work with a mentee. A summary statement is just that, a one sentence summary of your thoughts.

- **Facilitator does:** Circulate as participants discuss the questions and write their summary statements. After 5 minutes, invite a few participants to share their summary statements with the whole group.



- **Duration:** 1 minute

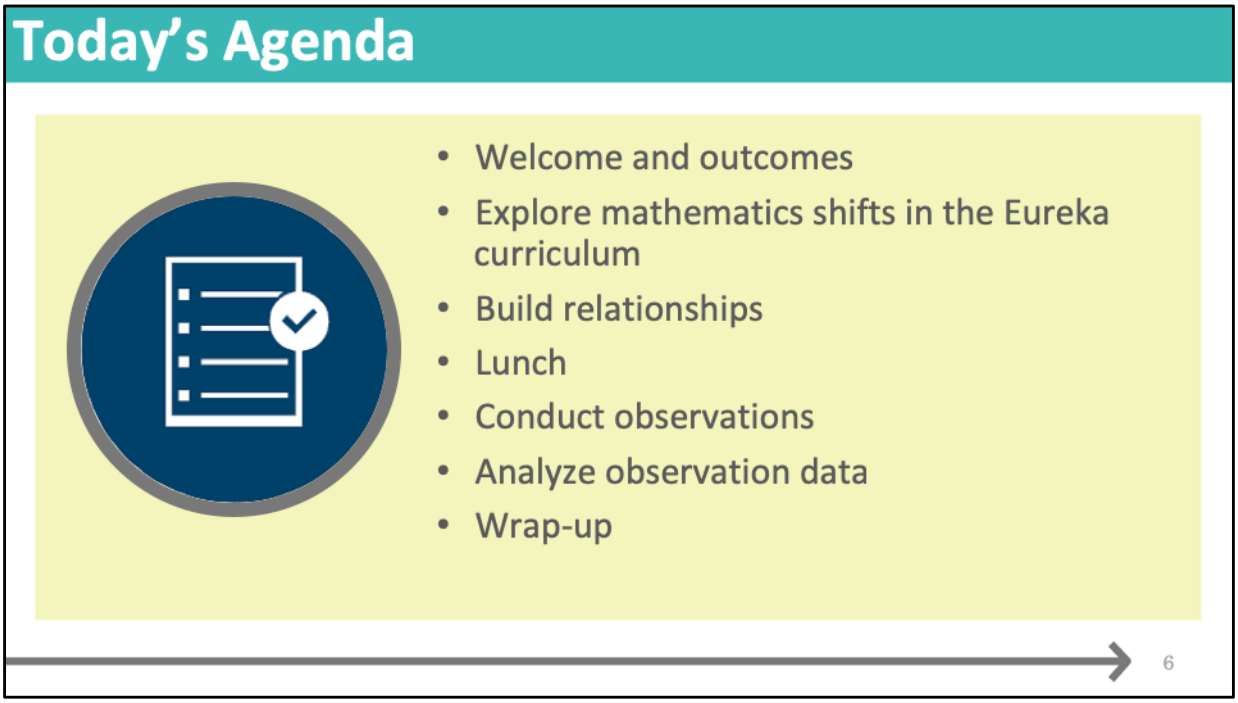
- **Facilitator Says:** The mentoring cycle is on page 1 of your handout. Remember, this is the mentor cycle that all of our work is grounded in. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today, we'll be zooming in on aspects of Diagnose and Coach. By the end of the nine Modules we will have worked through all of the components of the cycle.



- **Duration:** 2 minutes

- **Facilitator says:** During this module, we will focus on five outcomes aligned to the the first, second and fourth goals. Specifically we will examine how mentors develop their own and support mentees to have deep content knowledge of the mathematical shift and experience and analyze a Eureka lesson in order to identify evidence of the key shifts in practice. We will also discuss and identify critical elements of a Partnership Agreement to support relationship building with your mentees. Then we will learn how to conduct an observation and how to analyze observation data to identify mentee's needs.

- **Facilitator does:** Reminds participants that the outcomes appear on p. 2.



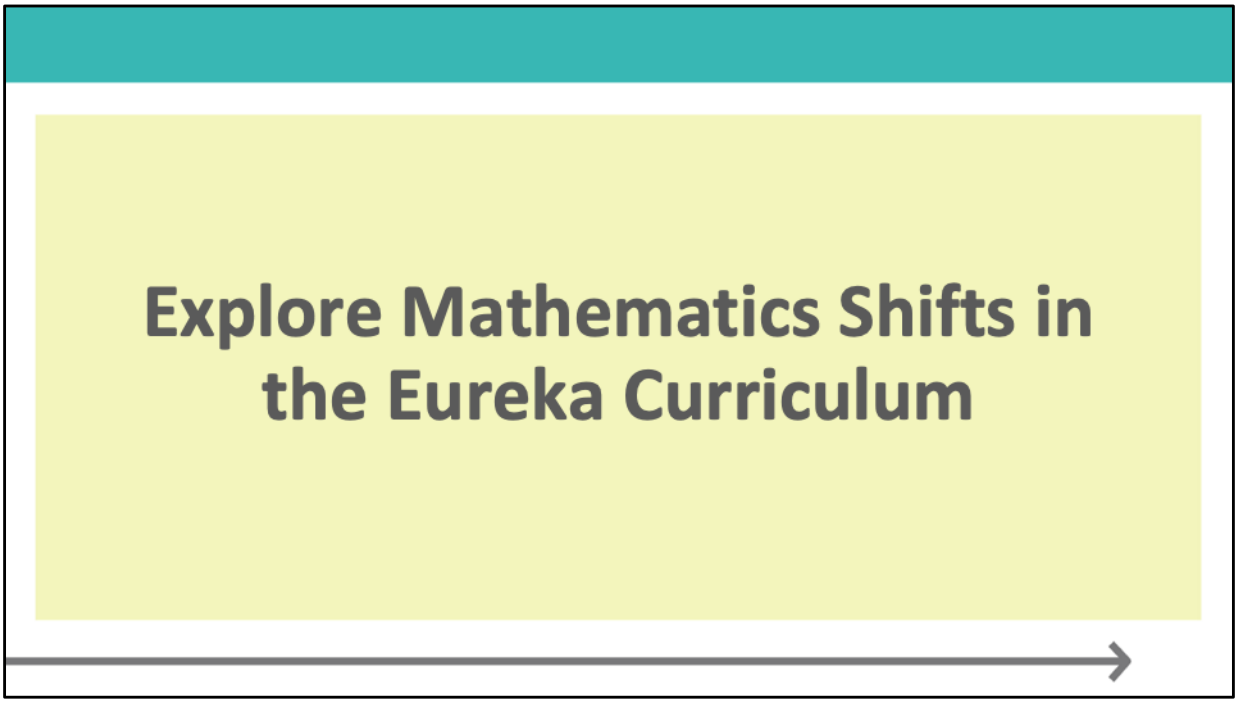
- **Duration**: 1 minute

- **Facilitator says:** You will see our agenda on p. 2 of your handout. We will begin with our mathematics content focus as well as our discussion on partnership agreements for building strong relationships in the morning. In the afternoon we will apply what we are learning about math into mentoring supports.

- **Duration**: 5 minutes

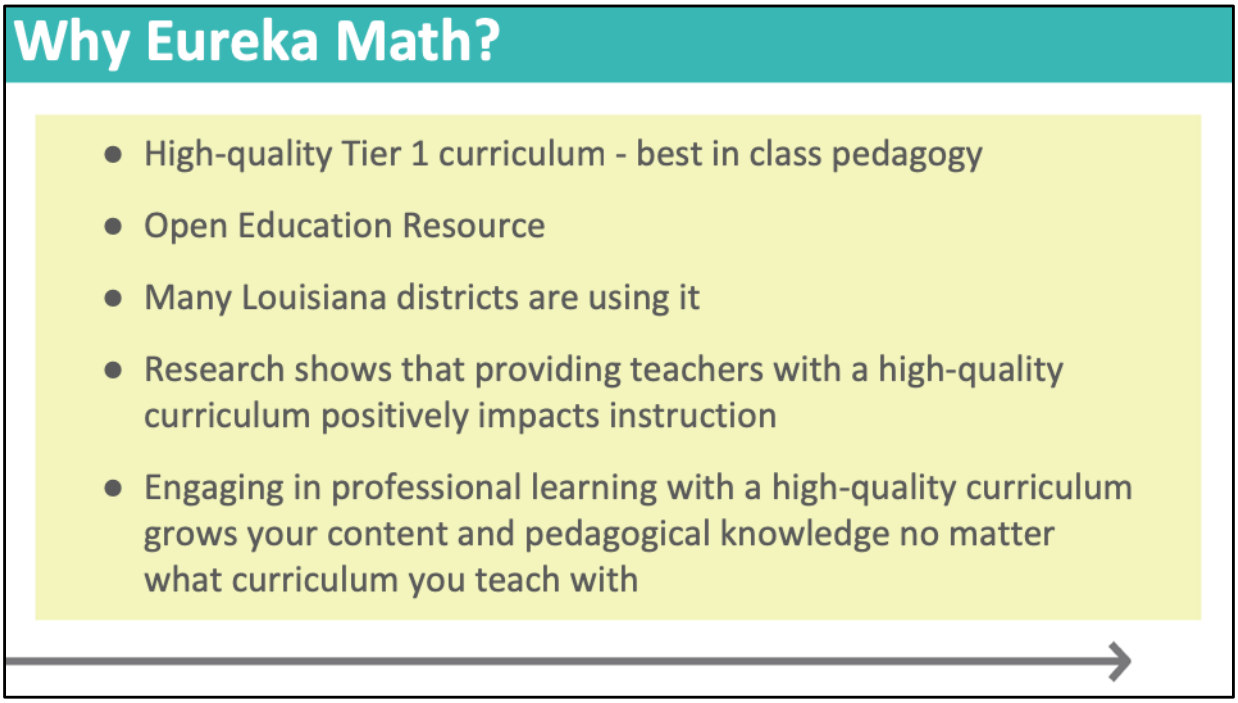
- **Facilitator says**: Let's take a moment to reflect on our agreements which can be found on page 2 of your handout. Scan through the agreements and identify one you are particularly proud of how well your learning team kept it. Share with your learning team. Listen for similarities and differences. Then as a team identify one that the whole team intends to do better with in these sessions.

- **Facilitator does**: Give teams 3 minutes and then ask each team to share one agreement they particularly want to focus on in the next two days.



- **Duration**: 30 seconds

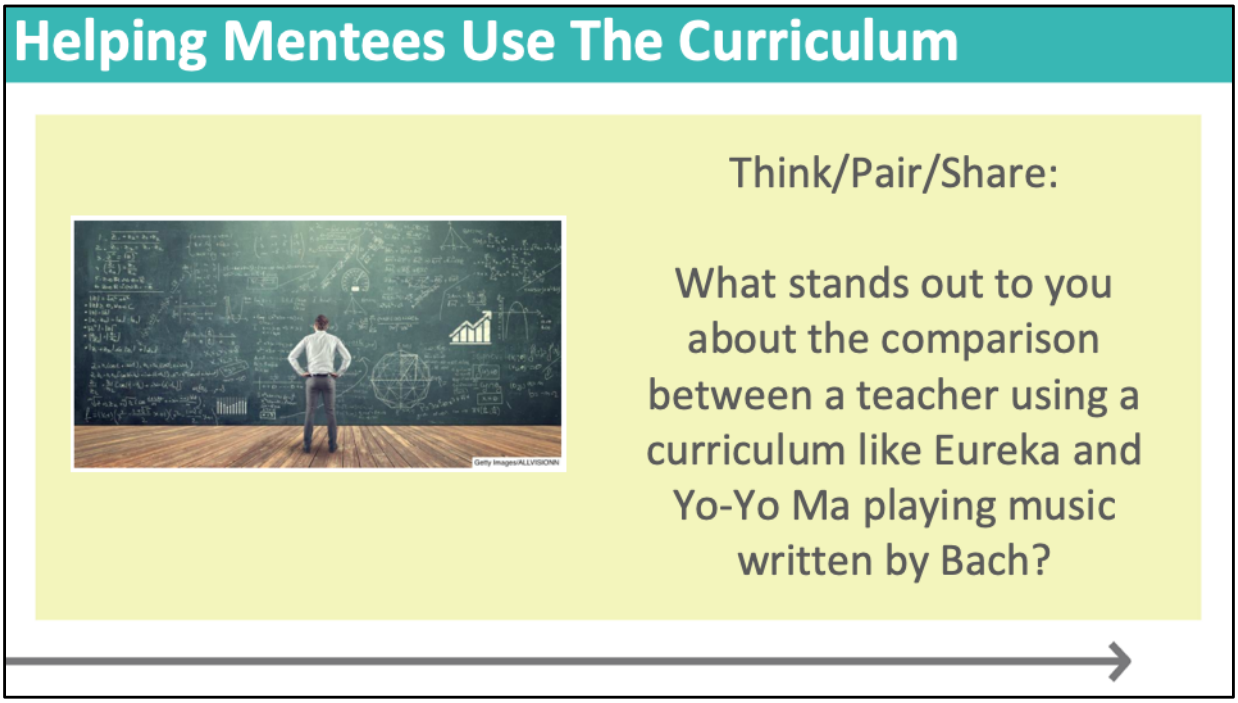
- **Facilitator says**: We will now dive into our math content for the day: exploring the three shifts, which we first learned about in Module 3, in the Eureka curriculum.



- **Duration:** 3 minutes

- **Facilitator says**: Some of you may be wondering why we are focusing on Eureka Math. You may not use Eureka Math in your school, or you may not like the idea of using one curriculum and sticking to it with fidelity. In all honesty, that is often not what we're trained to do as teachers, and using a curriculum with fidelity can sometimes make you feel like a robot. But there are several very important reasons why we are using the Eureka curriculum in our Module today and why we encourage schools, especially new teachers/mentees to use it with fidelity. It's not only a high-quality Tier 1 curriculum with best in class pedagogy, but it is also an open education resource so anyone can have access to it for free. Many Louisiana districts are using it, and so for the majority of mentors this is the exact curriculum your teachers will be using, so it's great to get extra practice with it. Also, there is a large number of research that shows that providing teachers, especially new teachers, with a high-quality curriculum positively impacts the quality of a teacher's instruction and therefore student results. Along the same lines, engaging in professional learning with a high-quality curriculum like Eureka

will grow your content and pedagogical knowledge even if it's not the exact curriculum you'll be teaching with. Note, in Louisiana, we have identified high quality curriculums with the Tier 1 designation. All Tier 1 curriculums will have the same qualities and components as Eureka although they may have different names and the components may be found in different places.

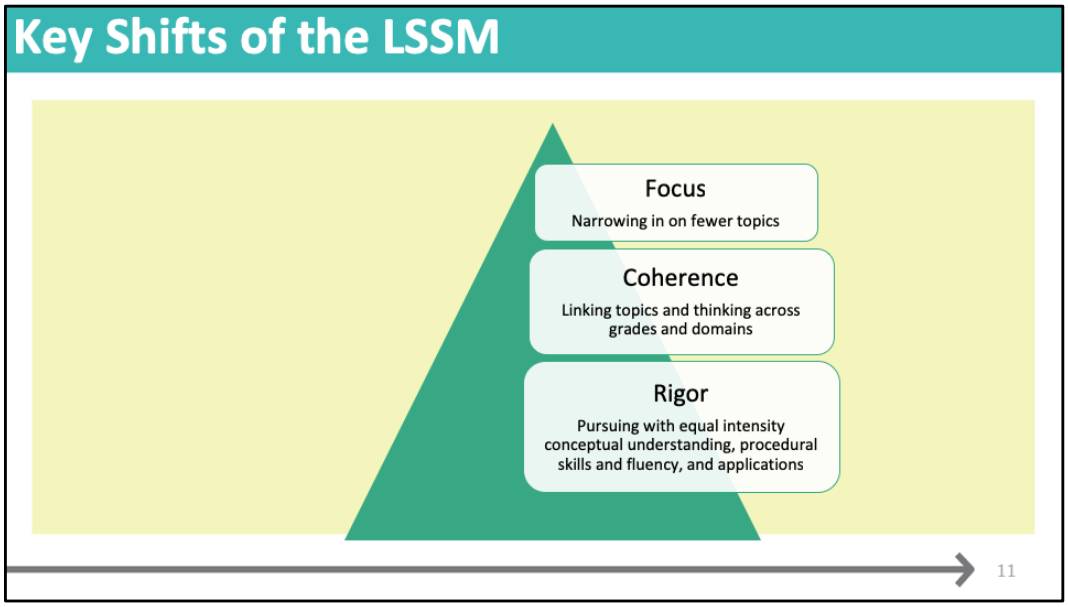


- **Duration:** 15 minutes

- **Facilitator says**: Your first job as a mentor is to help your mentees use a high quality curriculum well. We're going to read the article "Failing by Design: How we make Teaching Too Hard for Mere Mortals" on pages 3-5 of your handout packet to discuss why helping your mentees use a high quality curriculum like Eureka Math is your first job as a mentor. https://edexcellence.net/articles/failing-by-design-how-we-make-teaching-too-hard-for-mere-mortals

- **Facilitator does**: Ask participants to take 5 minutes to read the article. Then, give participants 1 minute to think about the question on the slide. Then, give participants 2 minutes to discuss the question with the person sitting next to them. Last, give participants 5 minutes to discuss the question as a table. Listen into conversations and share out key points, ensuring that you include the following points:

- **Facilitator says:** There is a growing body of evidence to support the theory that providing teachers with a high-quality curriculum that reflects top-notch content and pedagogy is the fastest way to improve instruction. New teachers, perhaps more than anyone else, can benefit from using a strong curriculum.
  Even the best curricula can be difficult to implement as intended, especially for new teachers.
  As a mentor teacher, you play an instrumental role in helping teachers implement their curriculum well.

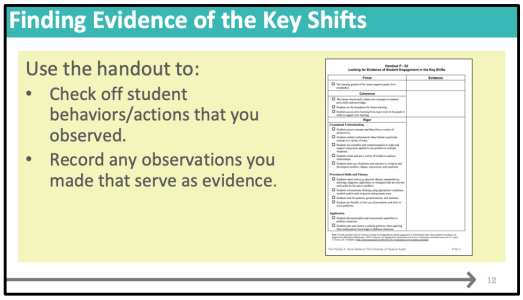


- **Duration:** 1 minute

- **Facilitator says:** Before we dive into Eureka math, let's review the three shifts. In the last Module, we defined the three key shifts of the LSSM and identified evidence of focus, coherence, and rigor in the standards. Remember that the key shifts are what make the LSSM different from previous standards. These key shifts should guide decisions about teaching and learning. For this Module, it is important to think about how these key shifts surface in the classroom. To ground our thinking, please revisit the definitions of the key shifts on the slide.
    - Focus: Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom.
    - Coherence: The standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so

that students can build new understanding onto foundations built in previous years.

- Rigor: To help students meet the standards, educators will need to pursue with equal intensity three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.



- **Duration**: 5 minutes

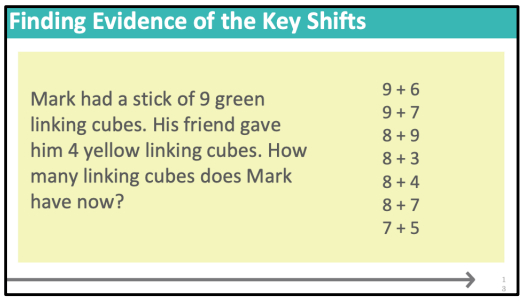
- **Facilitator says:** We are going to engage in a mathematics lesson from Eureka to give you an opportunity to observe and experience how the key shifts come to life in the classroom while students engage in the mathematics content.
  It is important to note that, although the task may not be aligned to the grade-level you teach, the experience is intended to surface ways in which you can connect the Eureka lessons to inform your own teaching, learning, and mentoring.
  In order to help you with this experience, we have designed a tool that will help you look for and document evidence of student engagement in the key shifts.

- **Facilitator does:** Ask participants to turn to page 6 in their handout. Direct participants to read the directions on the slide, then orient participants to the handout.

- **Facilitator says**: The left-hand column contains descriptors how the students may engage in the key shifts. Next to each descriptor is a box that can be used to check off any of the student actions that you observe in the lesson.
  The right-hand column should be used to document observations of specific actions that can be used as evidence for the descriptors that have been checked off in the left-hand column.
  Note that when we discuss the lesson, we will focus our discussion on the third shift, the shift to rigor.

- **Facilitator does**: Give participants time to look over the information on the handout and ask questions if they need further clarification.

- ***Words of Wisdom***: Make sure all participants have an opportunity to read through the document to familiarize themselves with the descriptors of the key shifts. They will use these descriptors to make observations while they engage in the math lesson.



- **Duration:** 20 minutes

- **Facilitator Says:** You will engage in the math as learners as if you were the students, and you should also be looking for and documenting evidence of *Key Shifts* as we engage in the lesson. Remember to check off student behaviors as you notice yourself or your colleagues engaging in them!

- **Facilitator Does:** Animate slide with word problem and ask participants to read the problem.

- **Facilitator Says:**
    - What do we know about the problem?
        - *Mark has 9 green cubes*
        - *His friend gave him 4 yellow cubes*
    - What do we want to know?
        - *How many linking cubes does Mark have now*
    - Work with the person sitting next to you to solve the problem using pictures, numbers, and words.
    - I should be able to understand the strategy you used to solve the problem based on your visual representations.

- **Facilitator Does:** Allow participants about 5 minutes to complete the problem with their visuals. While they are working, monitor each group and intentionally look for strategies that you can connect to the intended strategy (making ten). You may need to use probing questions as you visit each group to help you make sense of their strategy or to guide them to the making ten strategy.

  Possible probing questions:
    - *What was the first step you did to solve this problem?*
    - *What do you know about the number 9?*
    - *How can that help you to solve this problem?*
    - *How does that visual help you make sense of your strategy?*

  It is ok if the making ten strategy does not come up directly. You will need to

be prepared to connect one or more of the strategies the participants use to the making ten strategy.
After the 5 minutes are up, ask for several participants to share their strategies with the whole group. (You should strategically call on the specific group strategies that you noticed as you walked around. It is not necessary for each group to share, only the ones with the strategies you wish to highlight.)
Note: this is intended to be an opportunity for you to model using the 5 Practices for Orchestrating Productive Mathematical Discourse. This open-ended approach to the Eureka lessons may be different than what the participants are used to. Be prepared to explain that the instructional moves are intentional and will be discussed in depth in later modules.
Chart each strategy as it is shared with visuals (it would be ideal to have 3 to 4 different strategies, covering conceptual understanding, fluency, and application as applicable)

- **Facilitator Says:** We just solved this problem using your own strategies. Now I am going to solve this problem using a specific strategy. I would like for you to compare it to the strategy you used and see if it makes sense to you.

- **Facilitator Does:** Write 9 + 4 on a new piece of chart paper. Make sure the chart paper with the participants strategies is still visible.

- **Facilitator Says:** Let's draw to solve this problem using circles and Xs.

- **Facilitator Does:** Draw and count aloud 9 circles in a 5-group column.

- **Facilitator Says:** This represents the 9 green cubes from our problem. We are going to represent the yellow cubes using Xs. How many Xs do we need to add? [*4 Xs*]

- **Facilitator Does:** Draw the Xs and count them aloud by first completing the ten and then drawing the other 3 Xs to the right.

- **Facilitator Says:** What do you notice I did as I added the Xs? [*completed the ten and then added the 3 more*]
  If this answer does not come up right away, probe them by asking "where did I put the first X? Why do you think I chose to do this?"
  Ask participants, "What other math expression, besides 9 + 4, do you see represented in my drawing?" [*10 + 3*]
  If they do not come up with this expression on their own, probe them by

directing them back to the model and asking, “How did I group my objects in the model?”
Tell participants:
- “What does 10 + 3 equal?” [13]
- “How can we use this information to help us solve 9 + 4?”
- “Talk with your shoulder partner to answer this question.”

- **Facilitator Does:** Allow 1-2 minutes for partners to discuss and then have a few groups share out.
  Possible response:
  - *I know that if I have 9, I need 1 more to make 10. I can take the one from the 4 to get my 10 and add the 3 more to get 10 + 3 = 13*

- **Facilitator Says:** How can decomposing the 4 help to solve the problem 9 + 4?

- **Facilitator Does:** Allow a few share outs from the whole group.

- **Facilitator Says:** How can I represent decomposing the 4 using a number bond? [*draw the number bond under the 4 showing that you decomposed it into 1 and 3*]
  - Let’s look back at the original strategies we discussed at the start of the lesson.
  - How could you connect or adapt the strategies that you used to the making ten strategy that you just experienced?

- **Facilitator Does:** Be prepared to guide participants using their strategies to adapt them to the making ten strategy.
  Write the expression 9 + 5 on the chart paper.

- **Facilitator Says:** Tell participants to solve this problem using the strategy of making ten and to show their work using a number bond that shows how they decomposed to make 10.

- **Facilitator Does:** Allow participants a few minutes to solve and discuss in their groups.

- **Facilitator Says:** Ask for share outs from the group on how they solved the problem using the making ten strategy.

- **Facilitator Does:** Animate slide

- **Facilitator Says:** Tell participants to work with the person sitting next to them

to solve the expressions using the making ten strategy.
Remind them to show their work using either pictures or a number bond that shows how they decompose the number to make ten.

- **Facilitator Does:** Allow several minutes for partners to work through the problems.
  Call the whole group back together.

- **Facilitator Says:** Look at the problems you just solved where one part, or addend, is 9. Talk to your partner about what pattern you notice when adding 9.

- **Facilitator Does:** Allow a quick discussion and then take a couple share outs from the groups.
  Possible response:
  - *You will always decompose the other addend to take 1 out to make ten*.

- **Facilitator Says:** What pattern do you notice when one of the addends is 8? Talk to your partner about what you notice.

- **Facilitator Does:** Allow another quick discussion and then take a couple share outs.
  Possible response:
  - *You will always decompose to take 2 out to add to the 8 and make 10*.

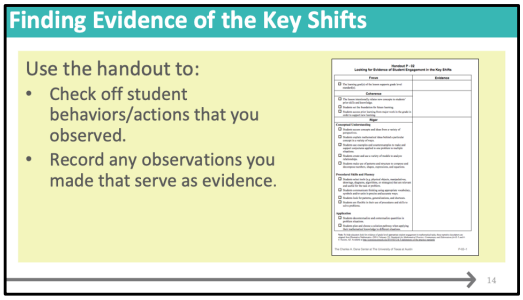
- **Facilitator Says:** How is adding 9 + 4 different from adding 8 + 4?

- **Facilitator Does:** Allow another quick discussion and then take a couple of share outs.
  Possible response:
  - *We used 2 to make 10 when we added to 8 and 1 to make 10 when we added to 9*.

- **Facilitator Says:** Thanks for participating in solving this math problem from Eureka as students.

- **Words of Wisdom**: The focus is on how the practices enable the teaching and learning of the mathematics that leads to deeper conceptual understanding and multiple opportunities to apply those understandings in order to develop procedural skills and fluency in mathematics. Because this is a mathematical

situation, participants needed to apply solid conceptual understanding and fluency to solve the problem.



- **Duration:** 7 minutes

- **Critical Idea:** Intentional teacher moves support focus, coherence, and rigor around the mathematics content. In the area of rigor, intentional teacher moves support the pursuit of conceptual understanding, procedural skills and fluency, and application.

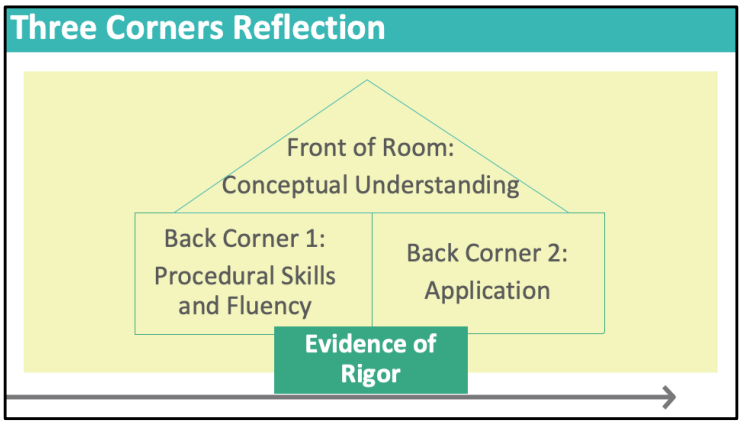
- **Facilitator Says:** It is essential that we take a deliberate pause in our work to reflect on this experience. During the lesson, you were asked to use handout **Looking for Evidence of Student Engagement in the Key Shifts** to check off student behaviors/actions observed in the lesson. Please take 3 minutes of independent think time to record specific evidence of the descriptors in the right-hand column of the page.

- **Facilitator Does:** Once participants are done, have a few participants share out specific evidences they documented from the lesson.

- **Facilitator Says:** What component of rigor did the students engage in the most throughout this lesson?
    - Be prepared for participants to say any of the three components of rigor. If necessary, remind them that they were documenting evidence as learners. Students may make use of all three components of rigor at any time during a lesson. What is important is that the teacher approaches the delivery of the lesson from the lens of the intended component of rigor as identified in the Louisiana Rigor Document.

- **Words of Wisdom:** Possible evidence that may surface from the activity:
    - Focus: The goal of the lesson is part of the major work of the grade – using the making ten strategy for addition and subtraction.
    - Coherence: Students use previous knowledge of strategies for addition and subtraction from first grade and extend on that understanding to develop mental strategies in second grade.
    - Rigor: Developing procedural skills and fluency by selecting strategies that are useful for the problem and by looking for patterns,

generalizations, and shortcuts. Applying conceptual understanding and fluency to the mathematical situation.



- **Duration:** 10 minutes

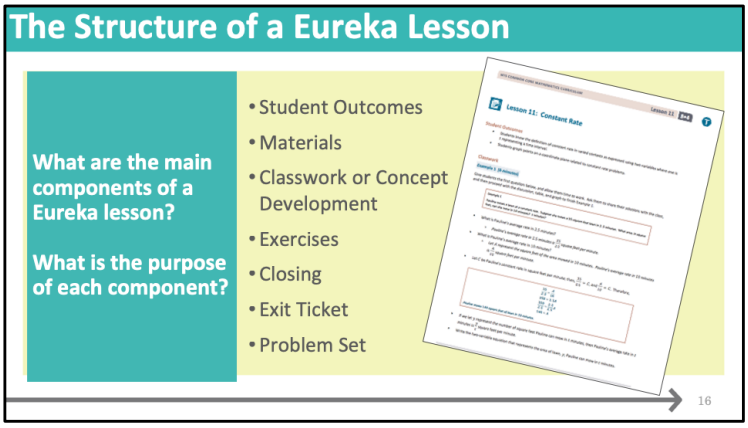
- **Facilitator Says:** Please look over the evidence for rigor you just recorded on your handout. Which area of rigor did you and your partner engage in the most?
  Your response to this question will indicate which corner of the room to report to. When you get to your corner, find a new partner. In each partnership, each person should share at least one piece of evidence he/she observed in the lesson. Please take your evidence handout with you to your corner so you can refer to it in your conversation.

- **Facilitator Does:** Give participants 1 minute to report to a corner of the room. Once all participants have moved, direct the groups to begin their discussions. After all participants have the opportunity to share, call on 1 participant from each corner to summarize their discussion.

- **Facilitator Says:** Now that you have experienced a portion of an Eureka lesson and made connections between the learning experience and the key

shifts of the LSSM, we will next tie it all together and unpack the structure of the Eureka lesson and discuss implications for planning and instruction.

- **Facilitator Does:** Have participants return to seats.



- **Duration**: 10 minutes

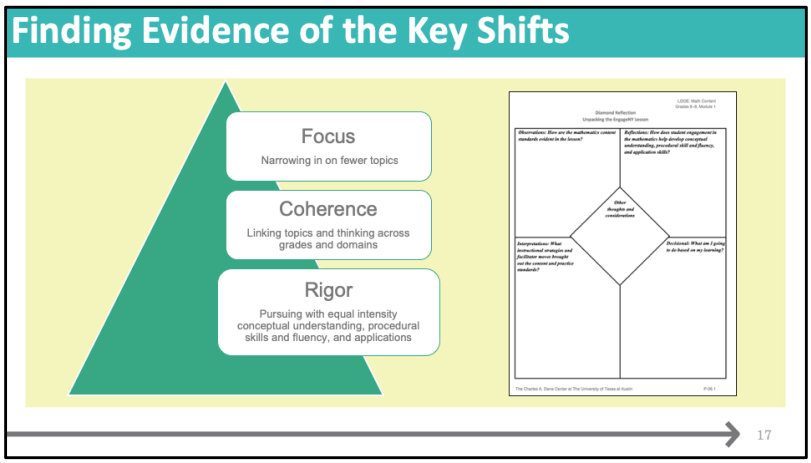
- **Critical Idea**: A strong understanding of the LSSM is critical for teachers to implement the Tier 1 resources with fidelity and integrity. Teachers must be able to use the language of the standards to guide high-quality, standards-aligned teaching and learning.

- **Facilitator Says:** Like we discussed earlier, we will be continuing to study Eureka. If you don't use Eureka in your school, remember that all Tier 1 curriculums will have the same qualities and components as Eureka, although they may have different names and the components may be found in different places. As you study the Eureka lesson, think about where you see alignment to your own Tier 1 curriculum. If your school doesn't use a Tier 1 curriculum, studying a lesson from Eureka will give you an opportunity to reflect on opportunities that you might have to improve the curriculum you're using and help your mentees do the same. Remember that your first most important job as a mentor is to help your mentee use curriculum well.

- **Facilitator Does**: Read the questions on the slide and find **Eureka Lesson 4: Make a Ten to Add Within 20** on pages 7-16 of the handout packet.
  Allow 5 minutes for the participants to look through and discuss the main components of the Eureka lesson and the purpose of each component.
  Once they have discussed, <u>animate each component</u> and ask for responses from the group for the main purpose of each component.
  Possible responses include:
    - Student Outcomes: Learning expectations of the lesson.
    - Materials: To be used throughout the lesson.
    - Classwork/Concept Development: Main component of the lesson. Develops new learning around the standard. May include discussion

questions, Math Modeling, or Exploratory Challenges.
  - Exercises: Provides student practice around the new learning established in the classwork.
  - Closing: Offers a review of the new learning for the lesson. Provides an opportunity for lingering misconceptions to surface.
  - Exit Ticket: Can serve as a formative assessment to the new learning.
  - Problem Set: Additional practice on new learning.

- **Facilitator Says:** Next, we'll explore these pieces and the roles they play in effectively implementing the standards.



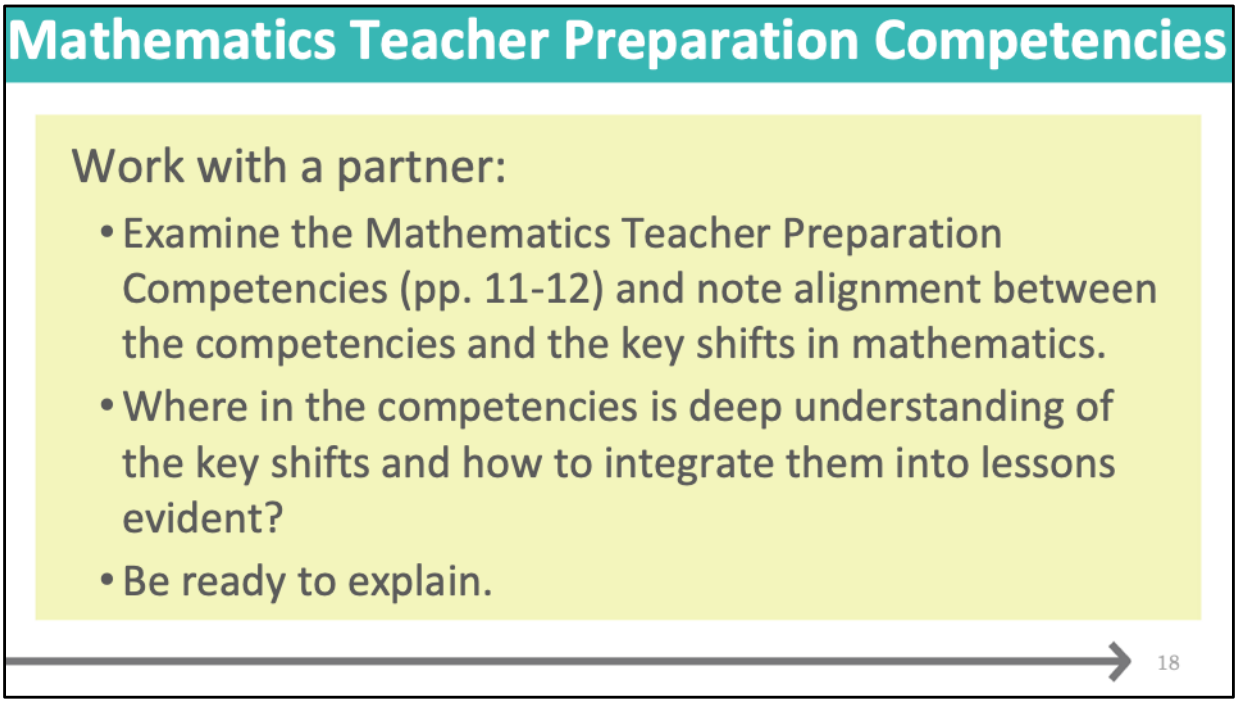
- **Duration:** 20 minutes

- **Critical Idea**: Participants should be able to identify evidence of each of the three key shifts in the Eureka lesson, with a concerted focus on rigor.

- **Facilitator Says:** It is also important that we understand how our resource materials address the key shifts of the Louisiana State Standards. As you will recall, the key shifts are focus, coherence, and rigor.
  With your table groups, unpack the lesson using **Diamond Reflection: Unpacking the Eureka Lesson** on page 17 of your handout packet. Discuss the questions and record your responses on the paper. Be prepared to share specific places in the lesson that you see each of the key shifts being addressed. Remember, when looking for evidence of rigor, you will first need to discuss which aspect of rigor (conceptual understanding, procedural skills and fluency, or application) is addressed with this standard.

- **Facilitator Does:** Give participants time to discuss the lesson and to look for evidence of the key shifts in their table groups. Have 2 or 3 table groups share what they discussed as evidence for each shift to the group. Ensure that you discuss all three aspects of rigor. When participants share out make sure the following points are mentioned; if they are not you should highlight the following:
  - Evidence of Focus: In the "notes" part of the lesson plan, it continually refers back to the lesson's objective: Make a ten to add within 20, while it may seem like a new topic, or focus, this clarifies for the teacher that these are simply different ways students are interacting with the content with the same focus on the lesson's objective.
  - Evidence of Coherence: This lesson reviews place value from first grade (in the "draw tens and ones" activity). Making ten leads later to building mastery of sums and differences to 20 (later in 2nd grade). "Make the next 10" builds on knowledge of partners of ten.
  - Evidence of Rigor: the suggested lesson structure part of the lesson

plan breaks down the division of time focused on conceptual, procedural/fluency, and application; as you move throughout the lesson plan, the activities are clearly labeled when students are working on the 3 different types of rigor i.e. “application problem”, “fluency practice”, and “concept development.”



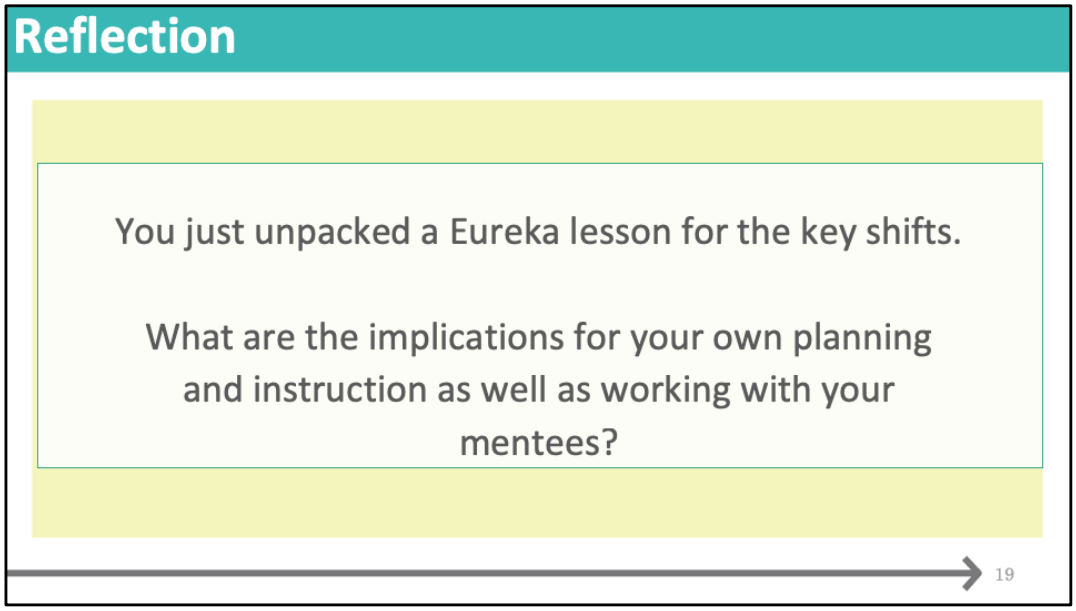
- **Duration**: 15 minutes

- **Facilitator Says**: Pull out your Teacher Preparation Competencies document and examine the Mathematics Content Knowledge and Content-specific Pedagogy competencies in mathematics on pp. 11-12.
  Identify specific competency areas where deep understanding of the shifts and how to integrate the shifts into instruction are evident.

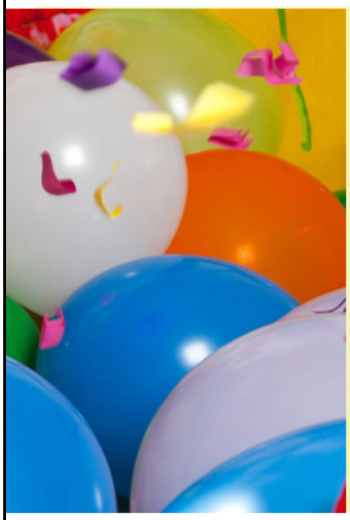
- **Facilitator Does:** Give participants time to review the math competencies. Then solicit responses from participants. [Note: It is difficult to implement with fidelity any of the competencies without deep knowledge of math and the key shifts.]

- **Facilitator Says:** Let's have a few people share out where in the competencies they found deep understanding of the key shifts and how to integrate them into lessons to be evident. **(Highlight the following if the participants don't mention it during their share out.)** The shifts are specific to content pedagogy, especially in A.2 and A.3. A states, "The teacher candidate applies

knowledge of mathematical topics and their relationships within and across mathematical domains to identify key mathematical ideas and select or design mathematically sound lesson sequences and units of study…" That piece is tightly aligned to the key shifts focus and coherence. It goes on to state, "...that develop students' conceptual understanding, procedural skill and fluency, and ability to solve real-world and mathematical problems." This piece is tightly aligned to everything we've been talking about regarding rigor in a math classroom. Rigor is also evidence in A.3 where it describes that the teacher uses a variety of strategies including but no limited to real-life applications, manipulatives, models, diagrams/pictures that present opportunities for instruction and assessment.

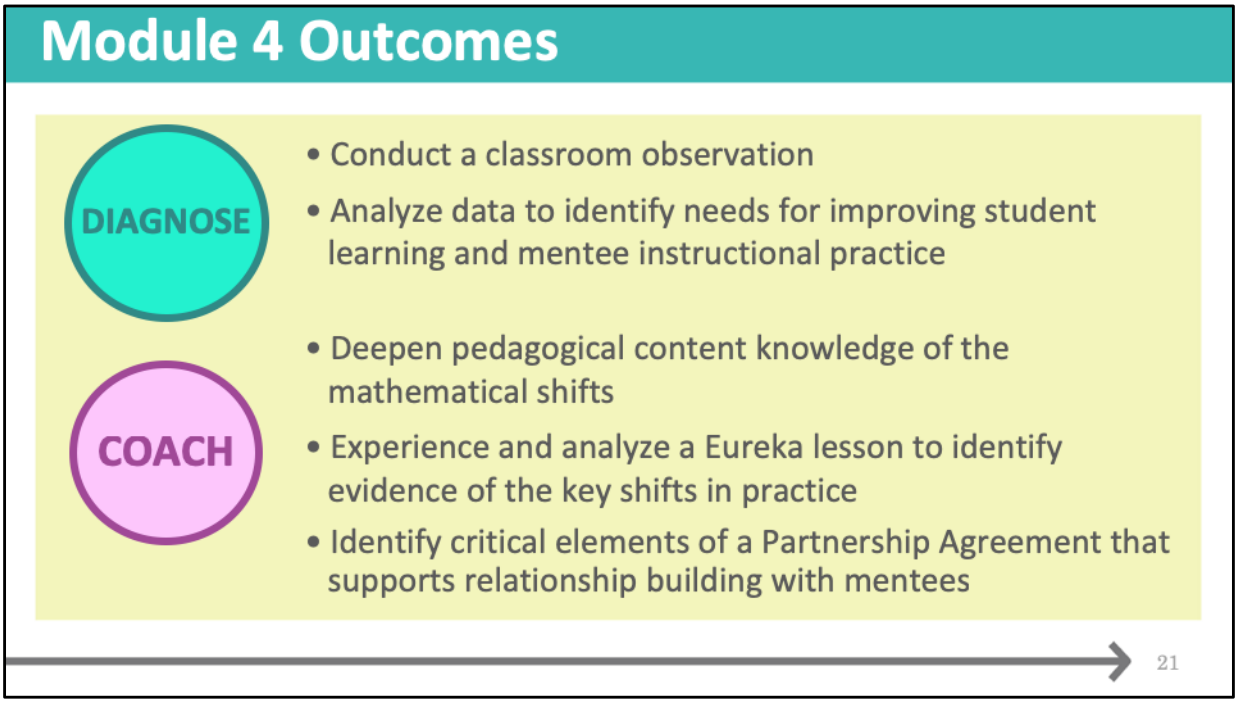


- **Duration**: 10 minutes
- **Facilitator Says**: It is essential that we take a deliberate pause in our work to reflect on this experience.
- **Facilitator Does**: Display the reflection question and ask participants to get a post-it note and individually write their reflection on the question.
- **Facilitator Says**: Ask participants to stand up and make eye contact with someone in the room who they haven't worked with thus far, then share their reflection with that person.
- **Facilitator Does**: Solicit comments from the group for the reflection question. Then ask participants to return to their seats.



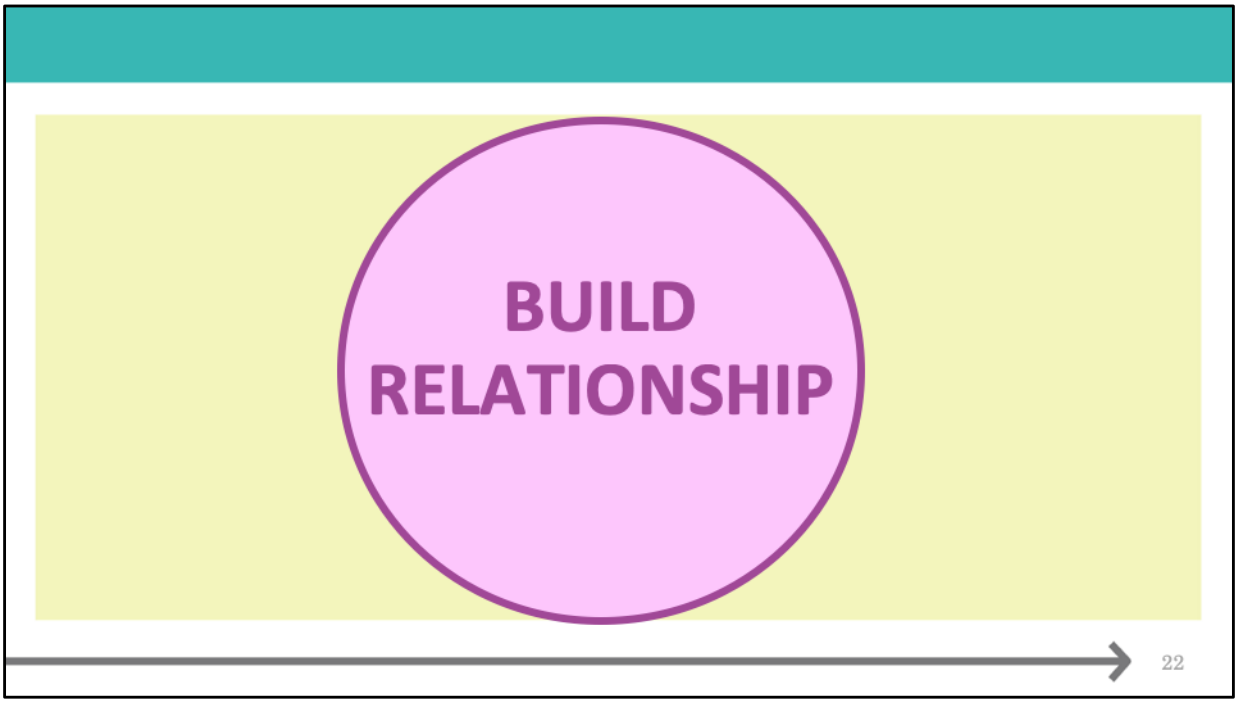
BREAK!

- **Duration**: 15 minutes



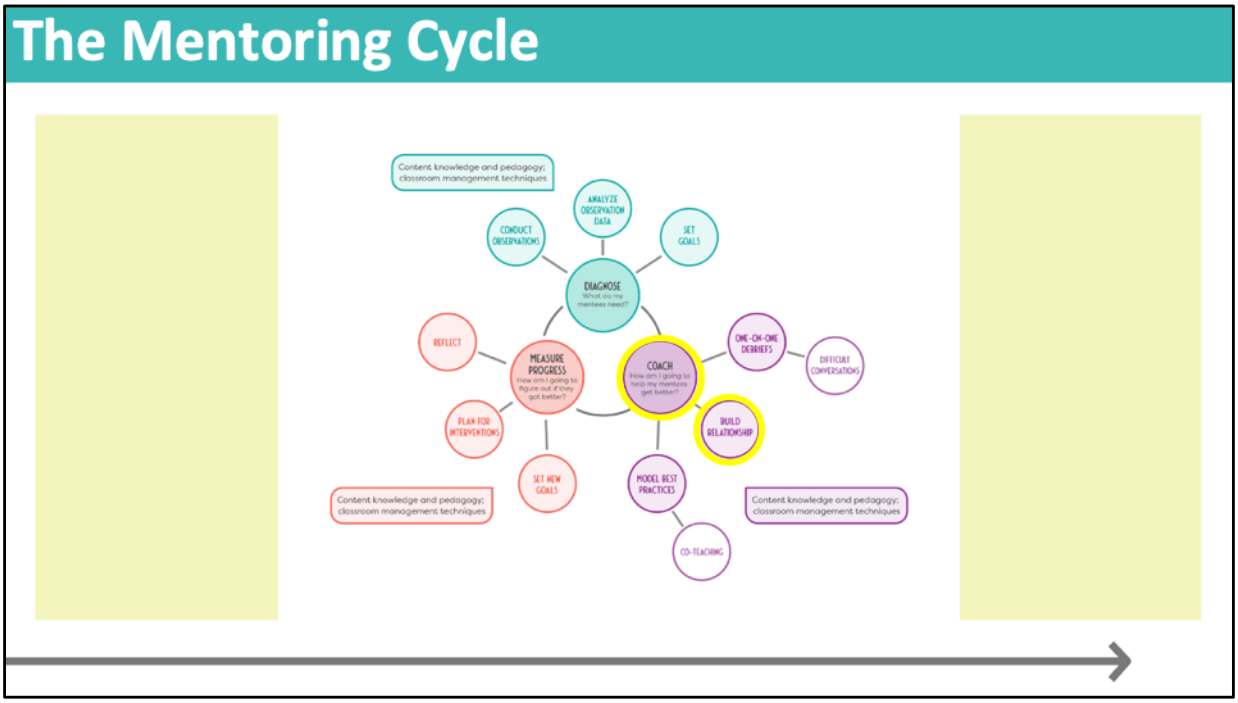
- **Duration:** 1 minute

- **Facilitator Says:** So far this morning we explored the mathematics shifts in the Eureka curriculum. Now we will use that content-area learning to practice the mentoring skill of writing partnership agreements to help build a stronger relationship with your mentees.



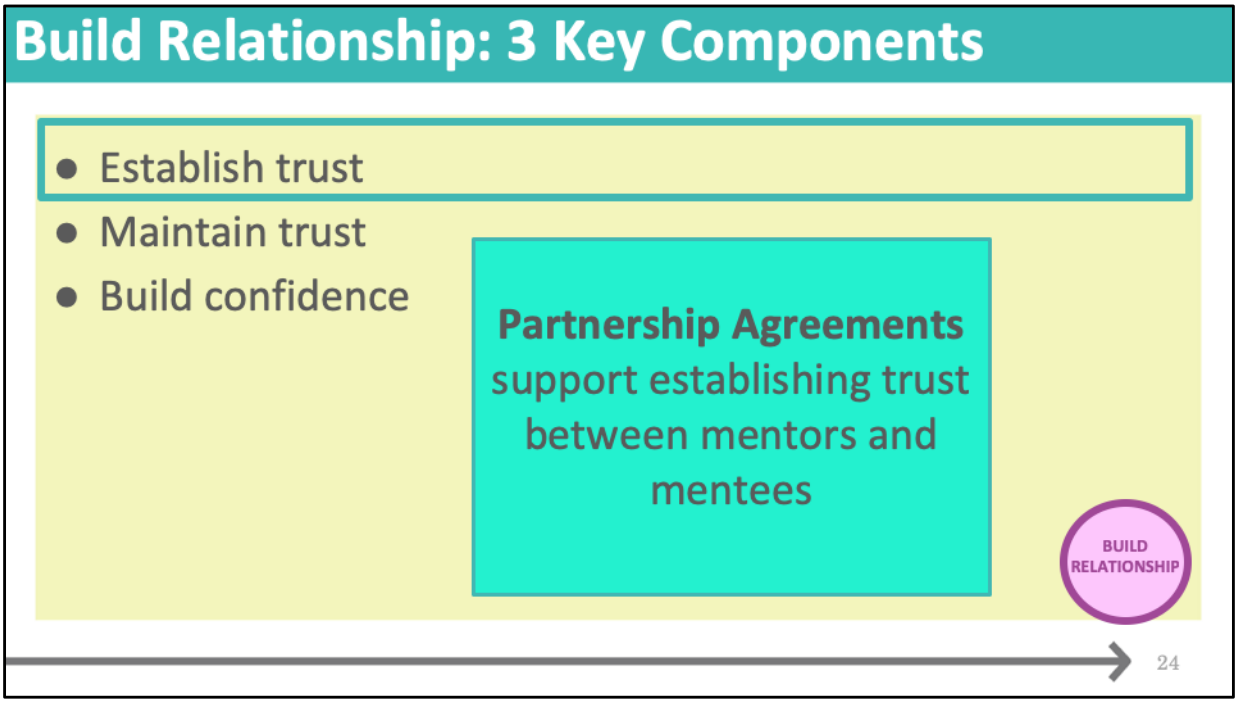
- **Duration**: 30 seconds

- **Facilitator says**: Now that we have developed a deeper understanding of what the three shifts in mathematics, we will now discuss how you as mentors will support your mentees in developing and implementing these competencies. We will start by using a strategy for building relationships with your Mentees: creating Partnership Agreements.



- **Duration**: 30 seconds

- **Facilitator says**: First, let's understand how this connects to our overarching work. Building relationships is a key component of mentoring and supporting teachers. We'll be practicing building relationships with teachers to support them around the key shifts in mathematics, specifically the shift to rigor.



- **Duration**: 3 minutes

- **Facilitator Says**: Building relationships are a key aspect of successfully supporting your mentees, in using their math curriculum well, as well as in everything you will be supporting them with, such as classroom management and the ELA shifts, which we'll study in future modules. The three key components of building relationships include establishing trust, maintaining trust, and building confidence. These can be found on page 19 of your handout. Today we are going to focus on one element of establishing trust with your mentees.

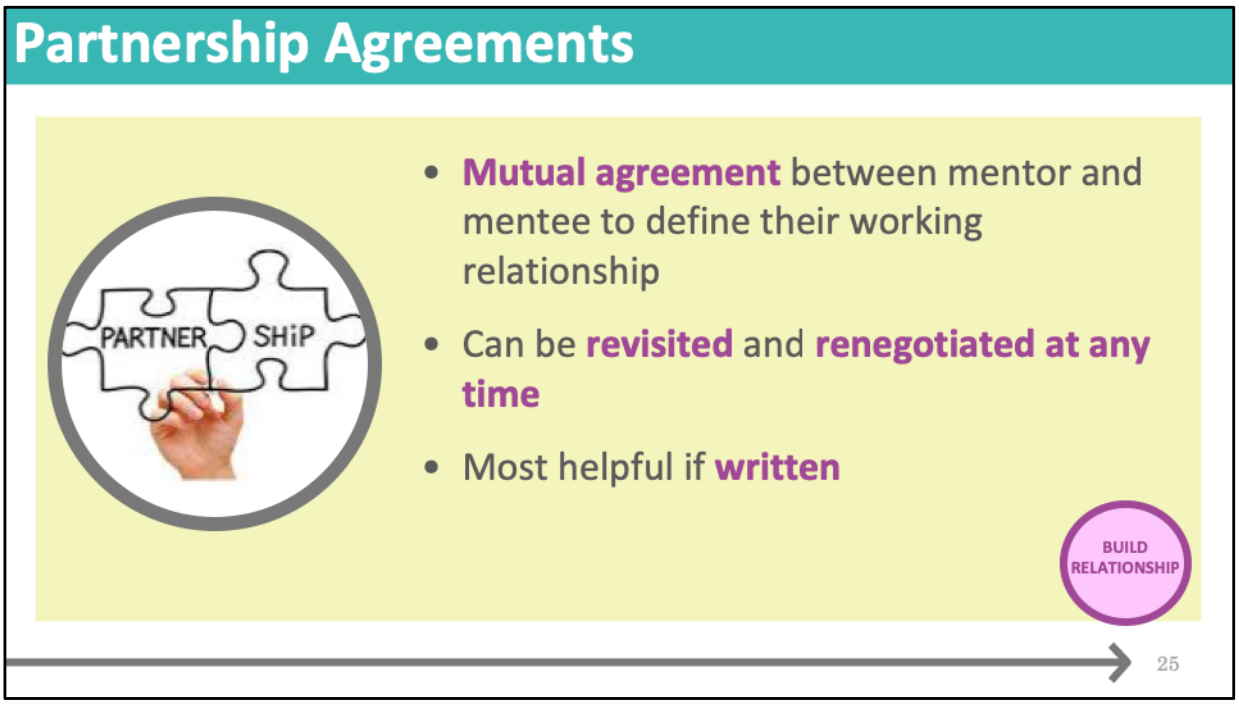
- **Facilitator Does:** animate the slide to highlight establish trust component

- **Facilitator Says:** Without a trusting relationship, it can be difficult to fully support your mentees. Because relationship building is so important to mentoring, we will revisit building relationships multiple times throughout the remaining modules focusing on the other two key components. One way you can establish trust with your mentees is by using partnership agreements.

- **Facilitator Does:** animate the slide

- **Facilitator Says:** Partnership agreements are critical for a healthy, productive relationship with your mentee. You might remember we talked about co-teaching agreements in Module 3. Turn to the person next to you and recall what you can about what co-teaching partnership agreements are and why they are important.

- **Facilitator Does**: After 90 seconds, invite a few responses. [Note: agreements prevent misunderstandings, surprises, etc. and that allow for clarity in working together.]



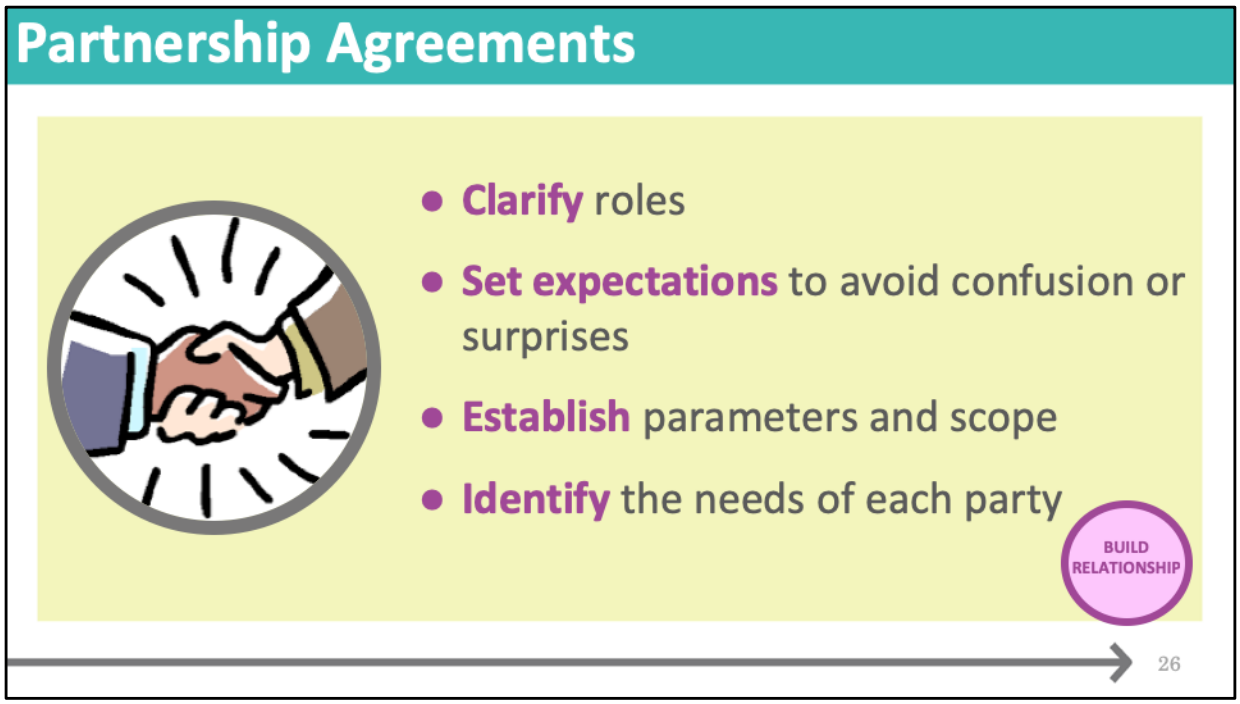
- **Duration**: 4 minutes

- **Facilitator says**: Partnership agreements are mutual agreements, agreed upon by all parties, not just given to one party. They help establish the foundation of a working relationship by defining the parameters, scope, expectations, responsibilities, and roles, of those involved in the partnership. In some cases, people refer to these agreements as a contract for their relationship. Partnership agreements are established between a mentor and mentee very early in their relationship. They specify what each party expects of the other. Partnership agreements are set for a predetermined amount of time and revisited often so they are kept in the forefront as reminders of what each party agreed to. At the request of either the mentor or mentee, the agreements can be redefined or negotiated at any time and for any reason. In some cases, to elevate the significance of partnership agreements, the mentor and mentee might sign a document in which they have listed their agreements. This isn't always necessary, yet it conveys a degree of gravity and responsibility to both parties for adhering to the mutual agreements. A written document helps clarify language, adds specificity where needed, and minimizes gaps in memory. A document, signed or not, is a way to have a record of the agreements so that they can be reviewed and revised as needed.

  Think about a situation in which something didn't go as you had intended and after you said to yourself, "If only I had known that or anticipated that or asked about that in advance" the situation would have been better. For me, I remember a time when I facilitated a lot of meetings. People kept arriving late. They made excuses for their lateness when they arrived. I just became more frustrated. I realized that we did not have an agreement about starting on time and overusing excuses as if they were pardons. The better your excuse, the less responsible you were for coming on time.

- **Facilitator does**: Pause while people think of a situation. Invite them to share with a shoulder partner if comfortable doing so. Sometime situations like this can be embarrassing and not everyone feels comfortable talking about them.

- **Facilitator says**: We will now visits aspects of partnership agreements that can be helpful in building strong mentor and mentee relationships.



- **Duration**: 5 minutes

- **Facilitator says**: Here are the primary components of partnership agreements. First, you must clarify the roles of each participant in the partnership. For example, if a mentee expects the mentor to intervene if the mentee makes an error while teaching, and the mentor does not do that, there may be some bad feelings on the part of the mentee, and this might affect the trust between them. The mentee may worry mentor is setting him/her up for failure.

  Partnership agreements set expectations to help avoid confusion and surprises. For example, if the mentee is observing a model lesson the mentor is teaching, and the mentee begins working with a student instead of taking notes on what the mentor is modeling the mentor may consider this as the mentee not valuing her work and harbor ill feelings toward the mentee.

  Partnership agreements establish parameters and scope for the work. Parameters might include the best way to communicate and when to communicate. For example, the mentor might say that any calls or texts after 6:00 will most likely be addressed until morning unless there is an emergency. They may also include defining what an emergency is. In addition, scope establishes how often and how many times a mentor and mentee will work together in a certain time frame.

  Partnership agreements make clear what each party needs for comfort, safety, and success. For example, a mentee might prefer to have something regarding performance from the mentor in writing so she can reflect on it before she and

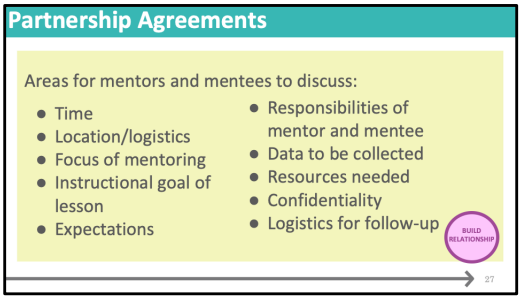
the mentor discuss it. The mentor might want the mentee to be more active and metacognitive in their conversations rather than passive and only receptive.

As you think about the importance of partnership agreements, what might be other reasons they are a necessary part of a healthy relationship? Talk at your tables about other reasons partnership agreements are necessary between a mentor and mentee.

- **Facilitator does**: After 2 minutes invite some responses.

- **Facilitator says:** One challenge some of you may be experiencing is that you don't have release time yet to get into your mentees' classrooms to observe, model, or co-teach. In that case, it's important to be clear with your mentee that you won't be able to support them during the school day. Instead, you may be supporting them before or after school. Do try to talk with your principal about how important it is that you have time to get into you mentee's classroom during the school day.

To engage participants, animate these areas after an activity such as a think-pair-share and make connections between participant thinking and the notes on each area.



- **Duration**: 6 minutes

- **Facilitator says**: Let's drill down into specifics. This is a list of some of the specific items mentors and mentees include in partnership agreements. Not all will be relevant to your situation so record those you consider relevant to your situation. These are on page 20 of your handout.
  The first one is **time** and that includes time when you will connect with each other, time when you will be available for each other, and the time that you will not available to each other - especially when planning sessions, classroom visits and debriefs will happen.
  The next is **location and logistics**. Location is where a mentor first may keep personal belongings or any resources that the mentor might want to bring into the classroom. It may also relate to establishing where a mentor may sit when visiting the mentee classroom.
  Next is the **focus** of the mentoring work. First and foremost, it is meant to be supportive, not evaluative. And it will most likely focus in on the areas addressed through mentor training because these are the areas where data shows our new teachers struggle the most.
  The **instructional goal** of the lesson you'll be observing, modeling, or co-teaching is very important to know. Because one of your main jobs as a mentor is to support your mentees in teaching the curriculum well, you always need to know what lesson from the curriculum they are teaching and what the goal of the lesson is. You should review the lesson in the curriculum before mentoring around the lesson.
  Responsibilities includes the professional responsibilities that mentees and mentors assume. Moving from the role of a student to one of a professional is a considerable transition for some new teachers/mentees. Mentors need to make the mentee's responsibilities clear and specific to avoid disappointment. The mentor also assumes responsibilities when he or she becomes a mentor. She agrees to communicate clearly with the mentee and agrees to provide regular constructive, growth-oriented feedback to the mentee, in addition to agreeing to model, support, co-teach and develop the mentee's capacity and competence in alignment with the Teacher Preparation Competencies. Note that if you are still working to develop time and space for outside the classroom responsibilities in your new role as a mentor, this is an area you will need to discuss with your principal as well as be clear with your mentee about.
  Expectations are what the mentee and mentor expect of each other, yet often go unstated. A mentee expects fair assessments, opportunities to perform and grow,

challenges that are just right for his ability, and ongoing feedback. A mentor expects a mentee to be committed to having a growth mindset about learning and growing as a teaching professional, and to be open to try out new things, take risks, and learn from the mentor.

Data refers to what data the mentor and mentee will gather about students and their work in the classroom. Data and student work is important to gather so that all conversations between mentor and mentee are based in facts.

Resources is the arrangement for using each other's materials or resources and the school's resources. For example, what resources are needed to teach the specific lesson? Does the mentee need support in securing appropriate resources?

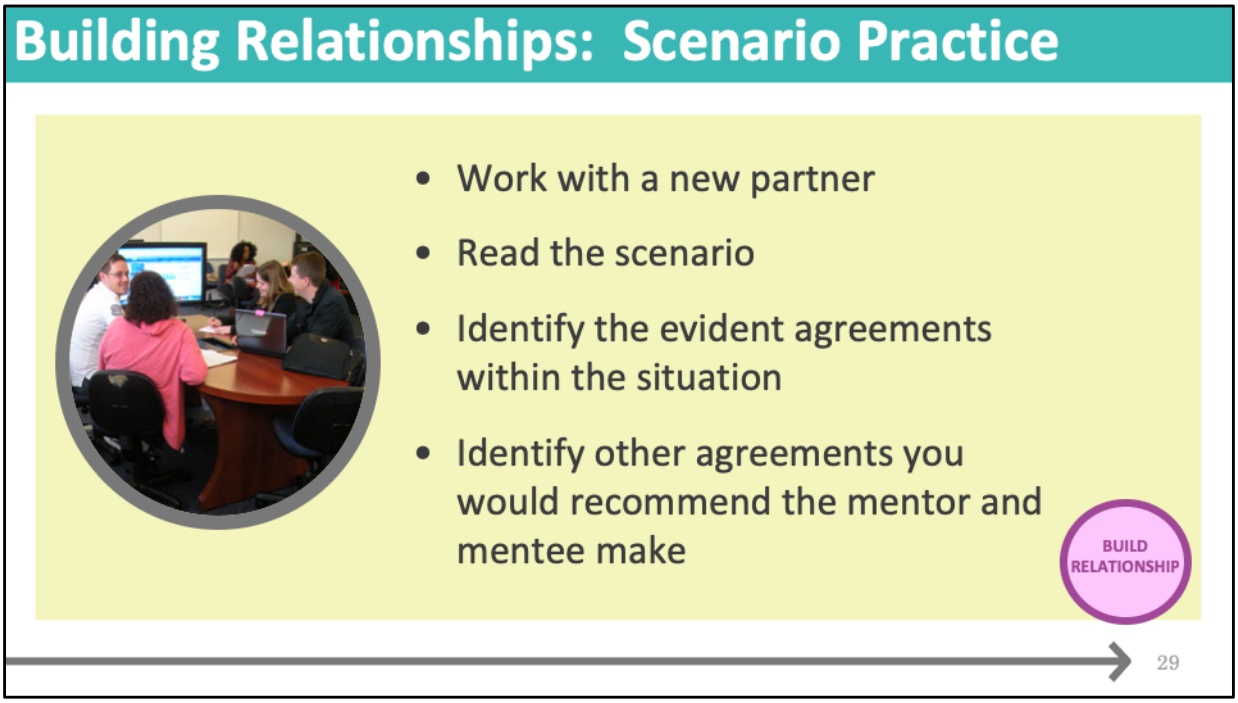
Confidentiality is a big area. It is refers to what types of information the mentee and mentor hold in confidence. This might relate to what information the mentor and mentee agree to share publicly, with the principal, for example, and what they share with other staff members about their interactions. A mentor might be upset if a mentee shares a private conversation with a colleague of the mentor. The mentee might say something in confidence to the mentor only to find that it is later shared with the principal, which also would lead to a breakdown in trust.

Follow-up is another area where there are often disappointment resulting from a lack of partnership agreements. A mentor and mentee should first schedule a debrief about the mentee's teaching, and then the mentor must ensure the mentee understands their must-do's after the debrief. For example, in the conversation, the mentee and mentor might discuss revisions for the next lesson. The mentor expects that the mentee will integrate the behaviors they discussed into the next lesson, yet the mentee fails to do so. She thought the ideas were only suggestions and did not understand that she was to make the changes because they did not clarify and follow-up about what was to happen and make sure the mentee was ready to integrate the suggestions.

- **Duration**: 5 minutes

- **Facilitator says**: Take a few minutes to think about these general areas and identify a few areas that might be especially important for mentors and mentees to establish agreements about. Consider how partnership agreements help maintain a healthy relationship between a mentor and mentee.

- **Facilitator does**: Give participants a few minutes to talk at their tables about

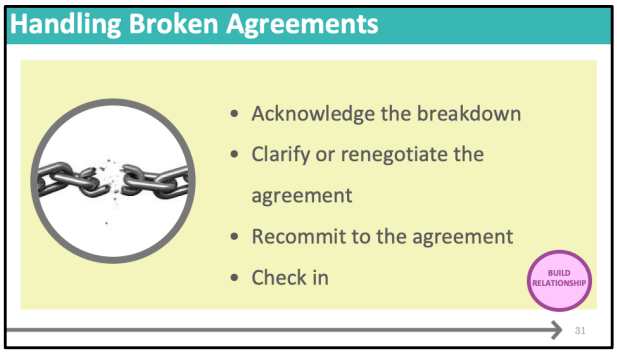


- **Duration**: 15 minutes
- **Facilitator Says**: Find a new partner.
- **Facilitator Does**: Wait for participants to find a new partner.
- **Facilitator Says**: With your new partner, read the scenario on page 23 Note that this scenario isn't specifically about mathematics shifts or rigor. Identify partnership agreements evident within the scenario on pages 21-22 of your handout. After reading the scenario, consider what additional agreements that you would recommend they form.
- **Facilitator Does**: Circulate and probe. After 10 minutes, ask participants to report out their agreements and rationale.

- **Duration**: 12 minutes

- **Facilitator Says:** In your packet on page 23 you will find questions you can use with your mentee to create a Partnership Agreement (read slide).

- **Facilitators Do:** Model a partnership agreement conversation.



- **Duration**: 6 minutes

- **Facilitator Says**: Think of a time when someone did not keep a promise to you. How did you feel?

- **Facilitator Does**: Gather a few responses.

- **Facilitator Says**: a broken agreement is a broken promise. When agreements are broken, and they will be inevitably in some shape or form, mentors model professionalism by handling the broken agreements in a manner that maintains trustworthiness and integrity. Breakdowns erode trust because one party may perceive that the other is not trustworthy or is not committed to or respectful of the agreements. This process is outlined on page 23.

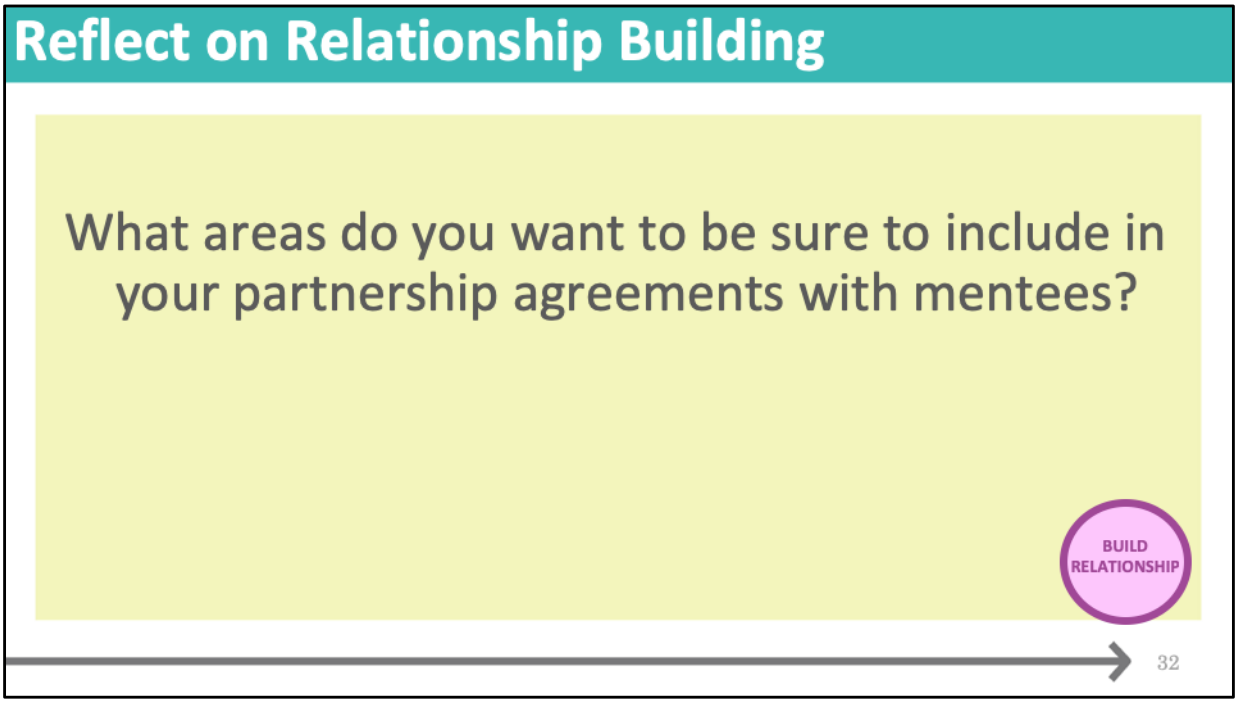
  1. The first step is to acknowledge the breakdown. It is best to do this in a neutral tone, with sincerity, and without excuses. Excuses do not mitigate the breakdown, and often defer attention from the breakdown. Excuses do not lessen the disappointment or hurt feelings that occur for the person who is the recipient of the broken agreement. Integrity and trustworthiness require the person who breaks an agreement to take responsibility for his or her actions.
  2. Next, clarify or renegotiate the agreement. For example, if the mentor is unable to meet the mentee after school as they agreed because of a family situation, the mentor seeks out the mentee as soon as possible, preferably before the scheduled meeting, and states that she cannot meet as planned. No excuses are necessary and it is best if they are not given. We have gotten into an excuse-driven culture that excuses taking responsibility if one has or gives an excuse. The mentor simply states that this is breaking their agreement to meet every other day after school for 30 minutes.
  3. Next, the mentor clarifies the agreement or asks to change it. In our example, the mentee and mentor check in with each other specifically about their agreement to meet after school every other day for 30 minutes.
  4. If the agreement is still mutually acceptable, the mentor indicates that she recommits to keeping the agreement, and then checks in after a few meetings to make sure that the meetings are still needed, productive, and adding value to both the mentor and mentee. the process reconfirms to the mentee that their agreements are important, that the mentor is trustworthy

despite the breakdown, and that the mentor cares about the mentee. In addition, in this situation, the mentor is modeling how to handle breakdowns, a valuable and necessary professional and personal skill.

Succesfully mentoring other teachers necessitates being good at having difficult or uncomfortable situations. When handled well, these conversations provide pivotal opportunities for mentors to push the mentee's knowledge and skill to the next level and/or strengthens the relationship. Using this process with colleagues can impact the culture of the school in positive ways. When avoided, mentors are essentially lowering their expectations for their mentees and depriving them of the chance to get better. When handled badly, mentors risk eroding their relationship with their mentees. This will be a recurring theme throughout our work together, and we'll revisit it a few times to make sure you leave prepared to have really productive difficult conversations.

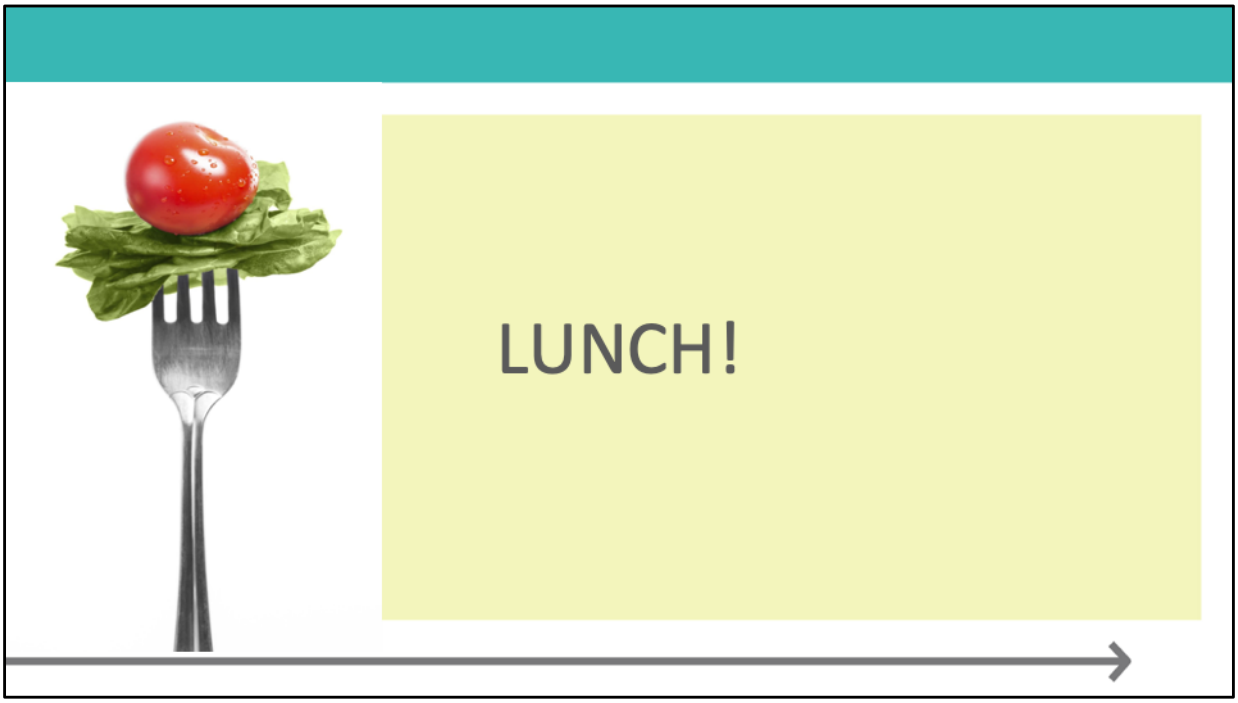
Turn to a neighbor and review the steps of the process.

- **Facilitator does:** Give participants about 3 minutes with their partner.

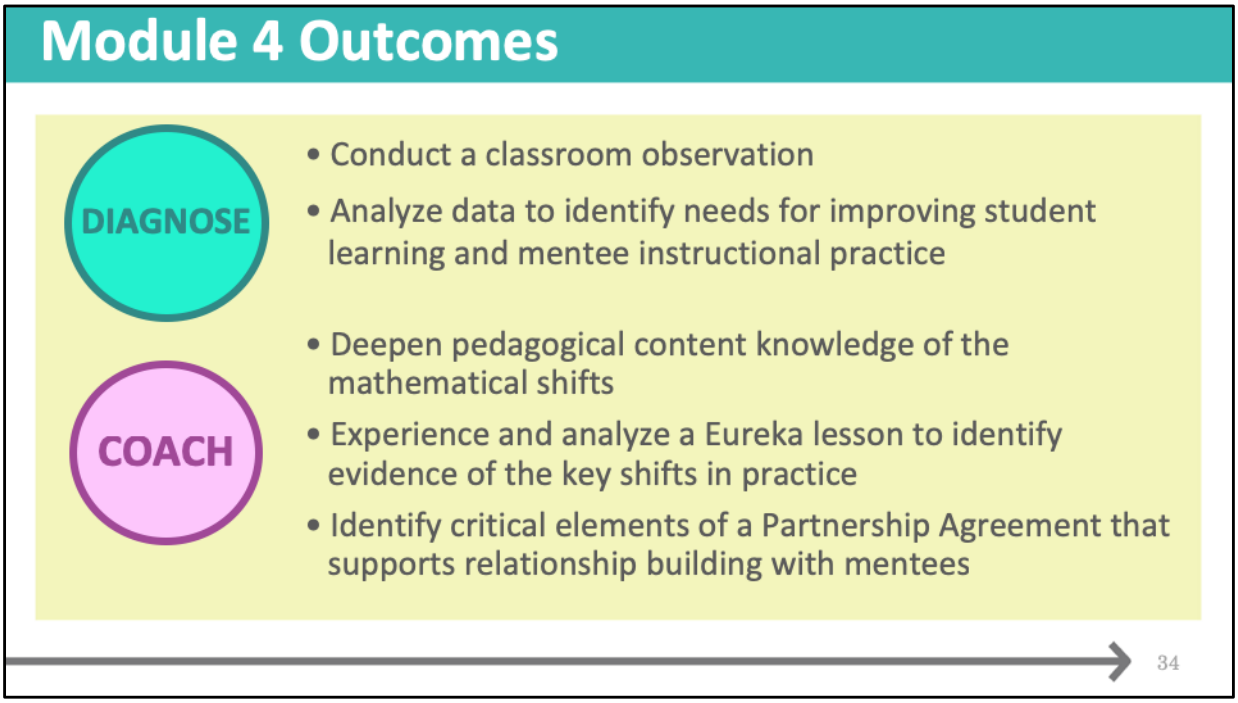


- **Duration**: 3 minutes

- **Facilitator says**: Let's wrap up this conversation about partnership agreements by having you identify some agreements that you want to include on your partnership agreements with a mentee. What are those areas about which you want to have agreements? Jot those on page 23.

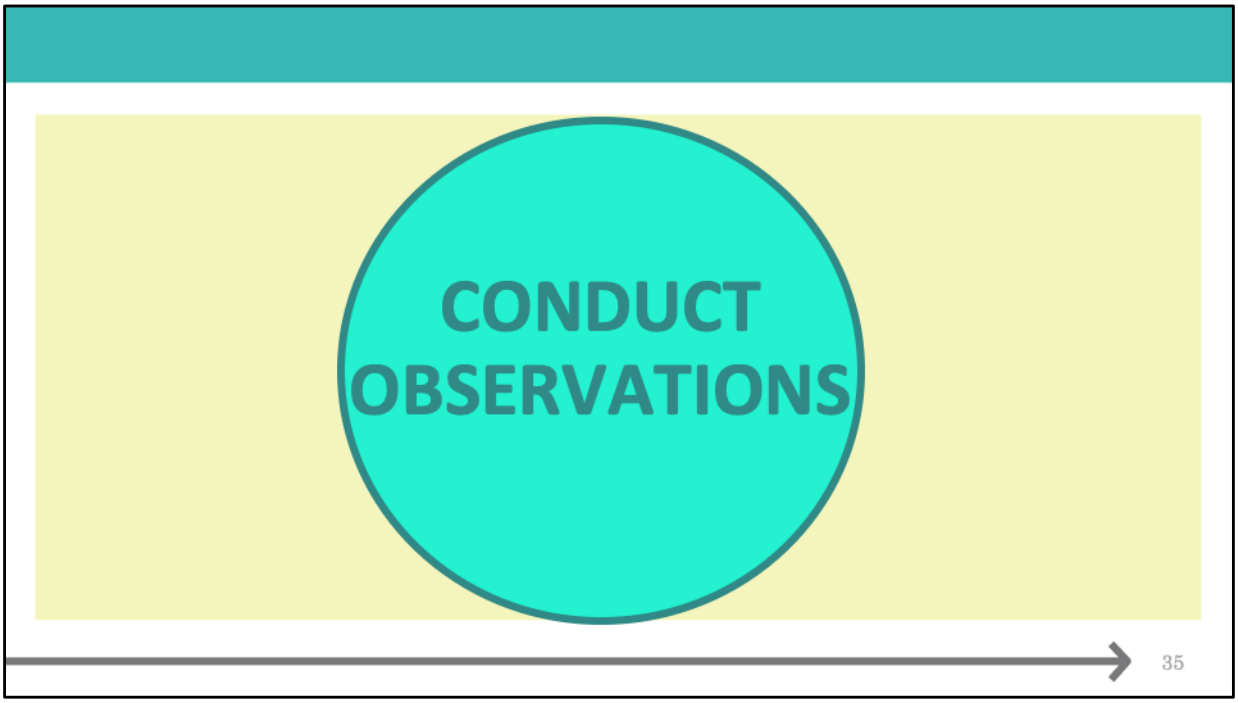


- **Duration:** 45 minutes



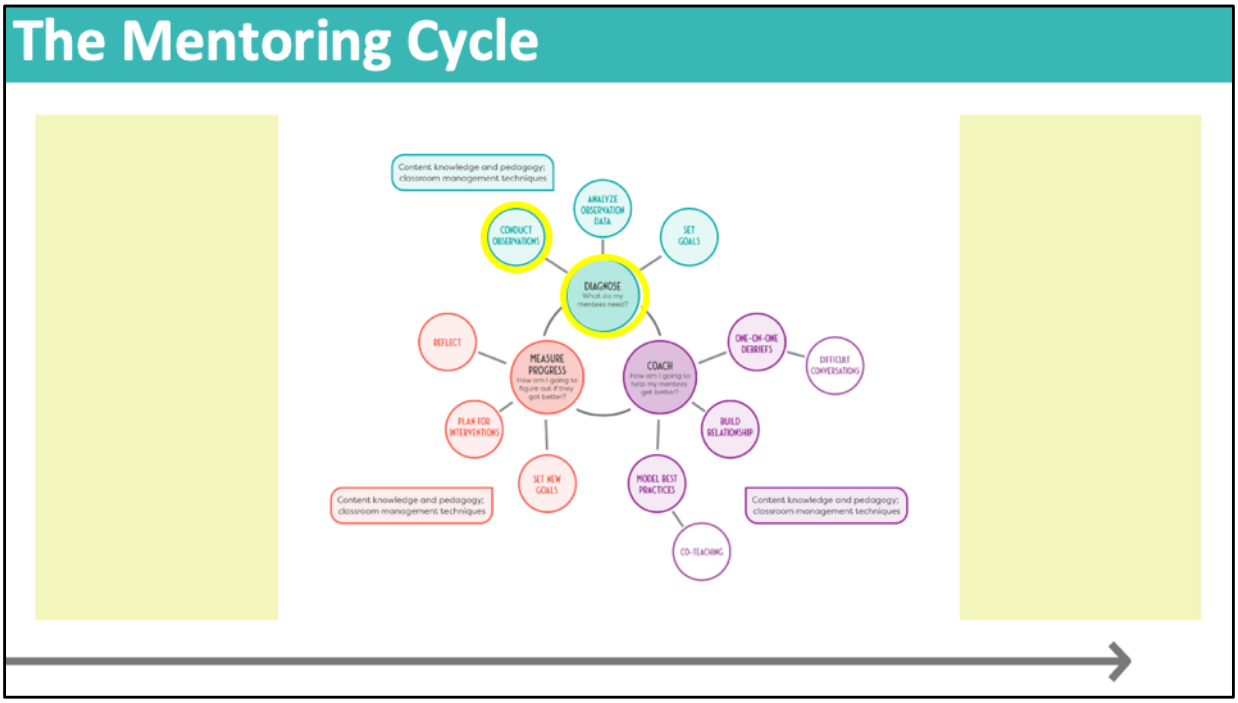
- **Duration:** 1 minute

- **Facilitator Says:** Welcome back from lunch! This morning we explored the mathematics shifts in the Eureka curriculum and identified critical elements of a partnership agreement to help establish a strong relationship with your mentees. Now we will use that content-area learning to practice the mentoring skills of conducting classroom observations for evidence of rigor, and analyzing data to identify needs for improvement in this area as well.



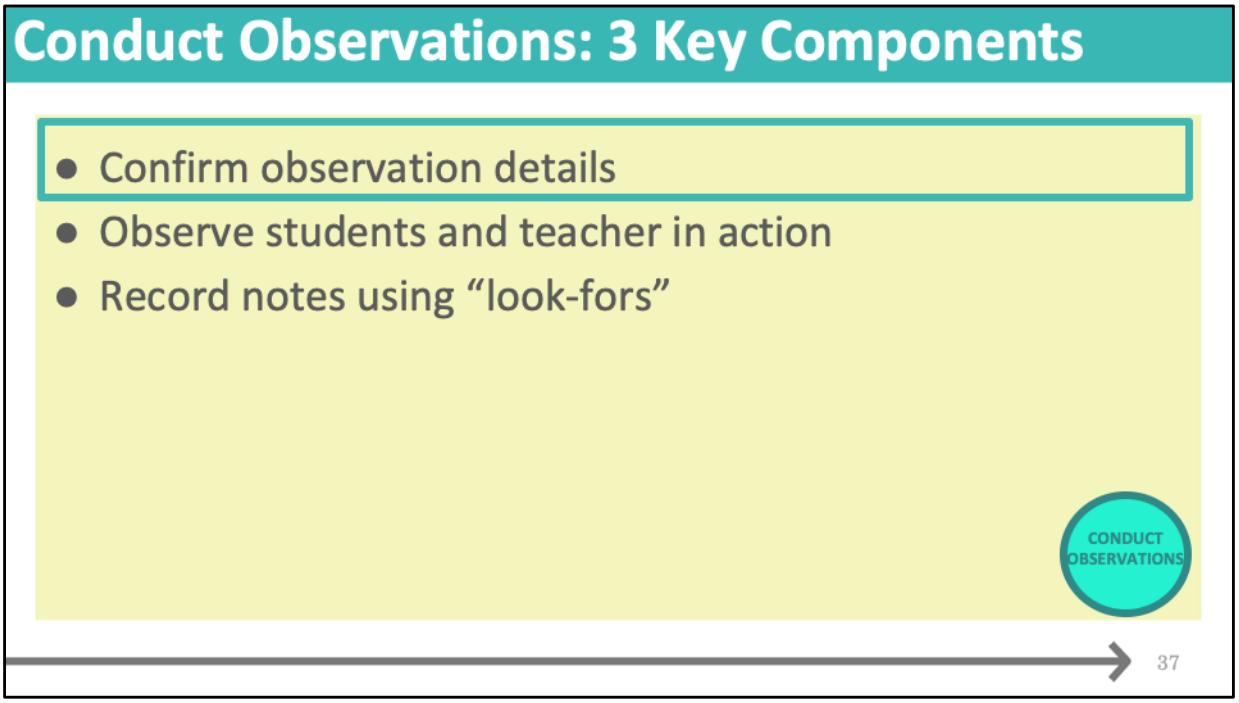
- **Duration**: 30 seconds

- **Facilitator says**: Now that we have developed a deeper understanding of the three shifts in mathematics and we have established partnership agreements with our mentees to help build a strong relationship, we will now discuss how you conduct an observation in a mentee's classroom specifically looking for rigor since that was our focus this morning.



- **Duration**: 1 minute

- **Facilitator says**: Let's take another look at the mentor cycle to remind ourselves that conducting observations occurs during the Diagnose stage of the cycle. This afternoon we will practice conducting a classroom observation using an observation tool that will help focus what you are looking for when you are observing your mentee.

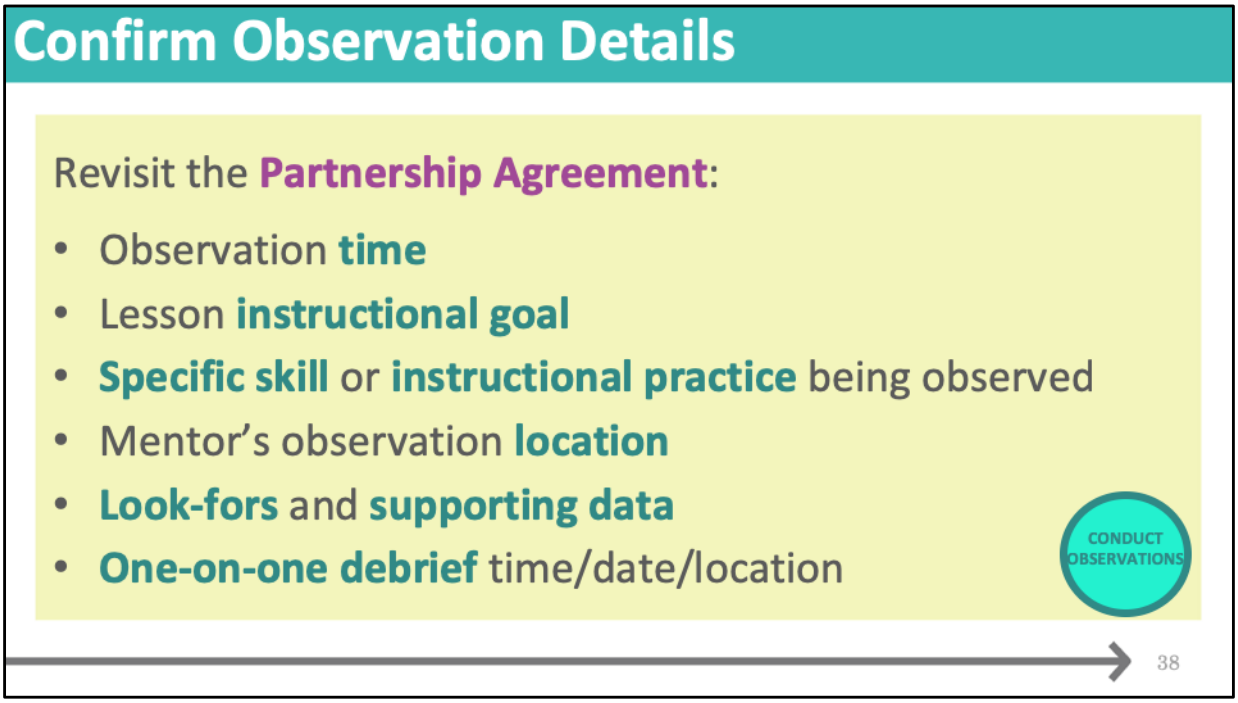


- **Duration**: 1 minute

- **Facilitator says**: There are three key components to remember when conducting observations. These can be found on page 25 of your handout. These include confirming the observation details, observing the teacher in action with his or her students, and while conducting the observation the mentor should be recording notes using a classroom observation tool that focuses on the look-fors of the particular instructional practice your observation will be focused on. Some of you may be concerned because you haven't yet confirmed that you'll be able to visit your mentee's classroom for observations. We are hopeful that once the school year starts with the support of the program everyone will have the ability to do observations. So this is relevant to everyone's role as a mentor.

- **Facilitator does:** animate the slide to highlight the first key component

- **Facilitator says:** Let's dive into the first key component, confirm observation details and what that entails.



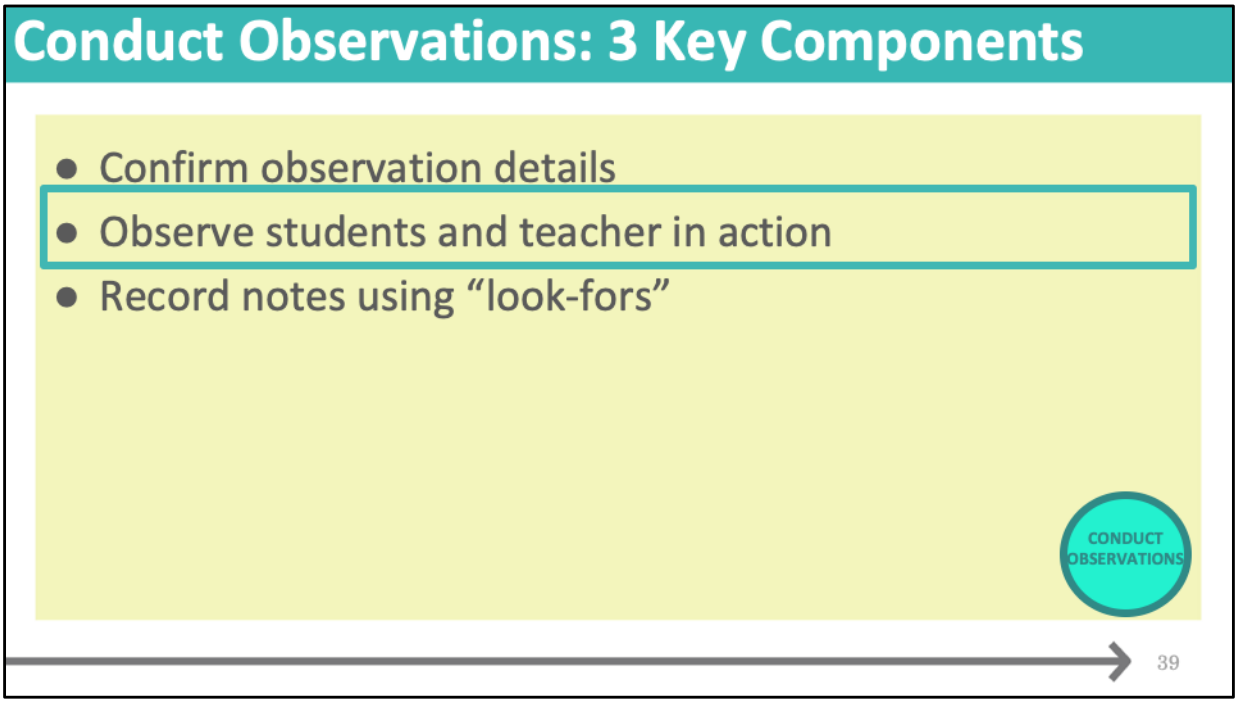
- **Duration:** 7 minutes

- **Facilitator says**: These are the details you will want to confirm with your mentee prior to going into their classroom to conduct an observation. They can be found on page 25 of your handout. Some of these details you may have already agreed upon when you and your mentee developed your partnership agreement; others you'll need to get specific about for an observation. First, you'll want to confirm the time of the observation. This includes when you will be coming to observe and for how long you will stay in the mentee's classroom. Next, you'll want your mentee to share with you the lesson they will be teaching at that time and the lesson's instructional goal. Remember that because one of your main jobs as a mentor is to support your mentees in teaching the curriculum well, you always need to know what lesson from the curriculum they are teaching and what the goal of the lesson is. You will also want to confirm the specific skill or instructional practice you will focus your notes on during the observation. In today's practice, our focus will be on the key shift of Rigor, since that was one of our focuses in this morning's learning and because it is one of the areas where most new

teachers struggle. However, this focus can always change depending on the goals of your work together. This next one might seem trivial, but it is always comforting to know ahead of time, for both the mentor and mentee, where the mentor will be located in the room during the observation. You don't want to be distracting to the students during the time you are observing. You will also confirm the look-fors and the data that you'll gather during the observation - will students be producing work for the mentee to collect? Will you be taking notes of student's oral responses? Or might you be taking video of student discussion? Different lessons and focuses will lend themselves to different kinds of data to collect. You do always want to collect data to base your one-on-one debrief conversation on. This is also a great time to remind your mentee that your observation is strictly to help the teacher improve their practice in that particular skill and should not be seen as evaluative. Yes, you will be taking notes while observing, but that is solely with the purpose to base one-on-one debrief conversations that follow the observation. And finally, you will want to decide with your mentee when you will have your follow-up conversation following the observation, otherwise known in our mentor cycle model as the one-on-one debrief. You do not want this to be more than 48-72 hours after you've conducted the observation because the more time that passes between the observation and the debrief, the less impactful the observation data becomes.

Talk at your tables about why you think confirming these details prior to the observation is important and if you are thinking about any other details you would want to add in when confirming the details with your mentee, share those with your tablemates as well.

- **Facilitator does**: After 2 minutes invite some responses.



- **Duration**: 1 minute
- **Facilitator does:** animate the slide to highlight the second key component
- **Facilitator says:** Now that you have confirmed the details of the observation with your mentee, which continues to build trust in the relationship with them, let's dive into the second key component, observing the teacher in action. As you are new mentors, this may be your first time going into another teacher's classroom to observe them. It's completely normal to feel anxious and unsure of how to behave when you haven't done it before. So let's dive in!

Observe Students and Teacher in Action

Do	Don't
Stay close to the action	Hang back and miss what's happening
Watch carefully and ask questions of students while they're working	Jump in to "fix" this one lesson
Look specifically for evidence of the focus of your observation and when it occurred during the lesson (e.g., rigor)	Take unfocused notes on a range of topics
Script exactly what you hear from teacher and students	Only write down things that fit a preconceived idea or jump to judgements

CONDUCT OBSERVATIONS

40

- **Duration:** 8 minutes

- **Facilitator says**: With a shoulder partner, take a few minutes to look over the "Do's and Don'ts" for when observing a teacher in your handout on page 25. Discuss what you think each suggestion means in the chart and be ready to share our your ideas with the whole group.

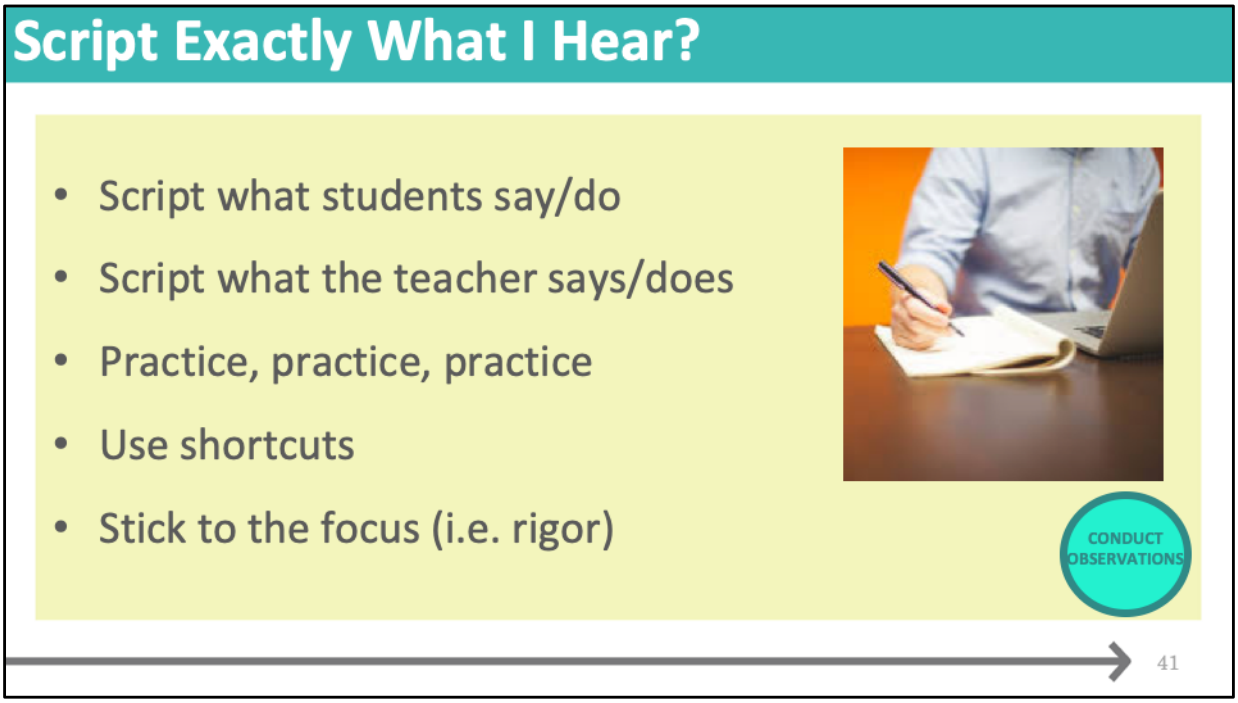
- **Facilitator does:** Give participants 5 minutes to look over the chart and discuss what they think each suggestion means, circulating and listening in on conversations. If you hear a strong interpretation, ask that participant to share their thoughts with the larger group when the time comes. After 5 minutes, ask participants to share their ideas with the larger group.

- **Facilitator says:** I heard lots of great ideas regarding the dos and don'ts of observing a teacher in action. I want to clarify a few points. Stay close to the action means do not be too far away from where teaching and learning is taking place. For example, if a teacher is teaching in a smaller group, you may want to move from your original spot from which you were observing so you

can hear both the student and teacher talk. Also, remember that your job is to not get in there and “fix” the kids in that moment. You will need to resist that temptation. Your purpose during the observation is to see what is really going on in the classroom in order to help that teacher improve in the future, not to make just this one lesson better in isolation because you happen to be present that one day.

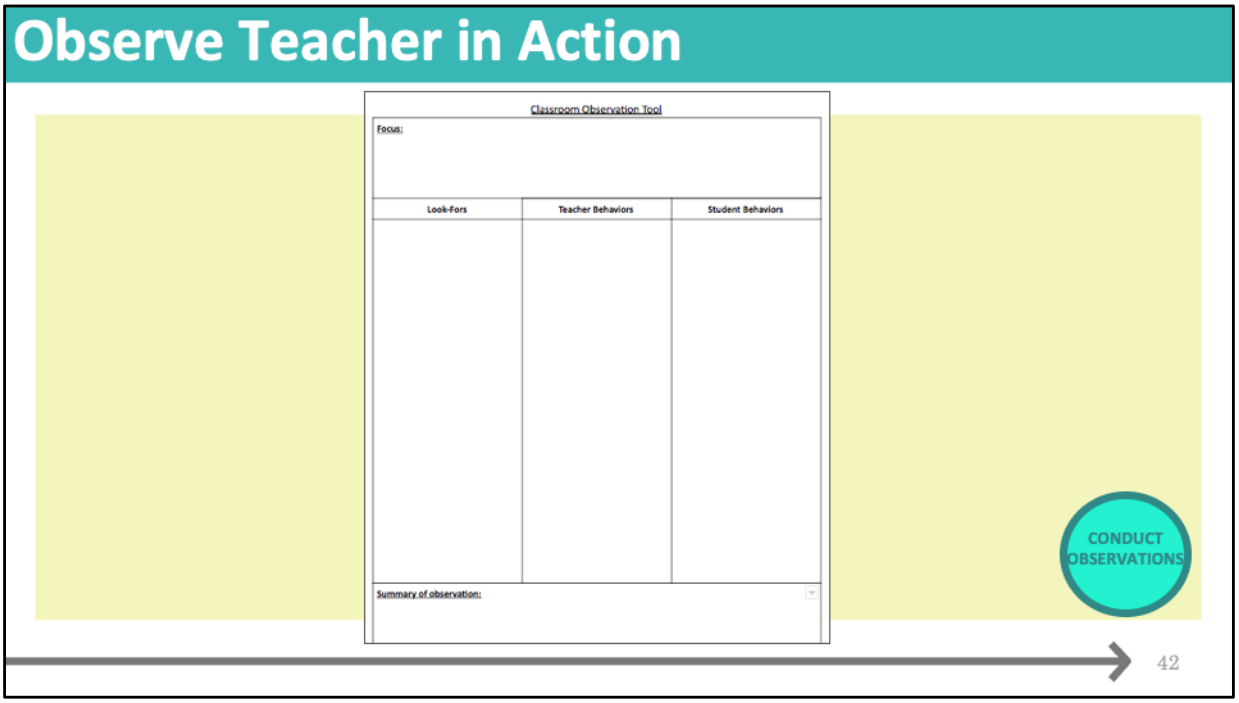
- **Facilitator does:** animate the slide

- **Facilitator says:** Let’s take a few minutes to talk a little more about what this last point means, script exactly what you hear from teacher and students.



- **Duration:** 2 minutes

- **Facilitator says**: Scripting exactly what the teacher says and does as well as what students say or do is a challenging task that you will get better with over time. At first this can be really challenging as things happen so quickly that it's easy to miss what is being said and done. It takes a lot of practice to be able to type or write everything that is happening as it's happening. However, with more practice, I promise that you all will get faster over time. You will also begin to develop your own shortcuts, or shorthand for scripting such as writing ST for students, T for teacher, and other symbols to code your notes. Also, by focusing on one thing that you are looking for in a particular observation, this will help focus your notes/script as well. So on what do we record our script and notes on when observing a teacher? Let's look at a classroom observation tool that can help us capture what we are seeing during an observation.



- **Duration:** 15 minutes

- **Facilitator says**: After you've confirmed the observation details with your mentee, it is now time to actually observe the teacher in action with her students. When you are observing your mentees you will be taking notes on an observation note-taking tool. There are MANY different classroom observation tools out there that mentors and coaches use when conducting a classroom observation. We are going to present you with one, generic observation tool today, that we will use throughout the remaining modules. You can find the classroom observation tool on pages 26 of your handout. What is nice about this tool is that it is generic in nature, so regardless of the focus of the mentee's lesson, you can use this same tool over and over again.

  Take a few minutes at your tables to look over the classroom observation tool in your packet. Discuss with your tablemates what you may write in each section of the observation tool when observing your mentees, and how the different parts tie together.

- **Facilitator does:** Circulates during conversations. After 2 minutes, have a few participants share out their thoughts. Then make sure to highlight the following points about the observation tool:

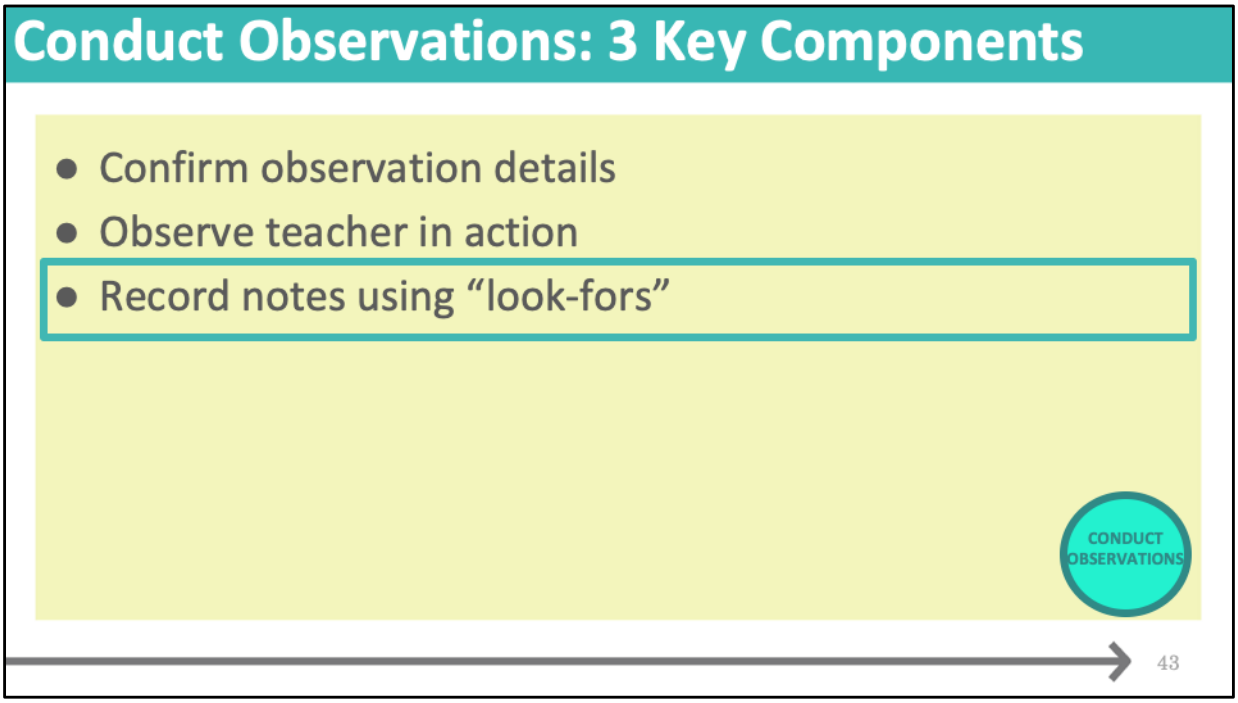
- **Facilitator says:** Remember that the focus of the observation will be determined when you confirm your observation details. So you can have this section filled out prior to observing the teacher. The focus could be any of the content topics we have covered in our modules so far including classroom management and the three instructional shifts in math. For today's classroom observation practice, our focus is going to be on just one of the instructional shifts, Rigor. The reason we are going to narrow our focus to just Rigor is because if new teachers are using their Tier 1 curriculum, then the curriculum should already be focused and coherent. When teachers implement the lesson, it is imperative that they include all 3 components of Rigor including conceptual, procedural skill/fluency, and application, which also makes this something concrete we can look for in a classroom observation. So let's all fill in our focus as rigor during math instruction. Now we have to consider what are our "look-fors" - this means what data might we be looking for and collecting about rigor during math instruction to determine how the mentee is doing in this area. The document we used earlier this morning titled, Looking for Evidence of Student Engagement in the Key Shifts on page 8 of your handout, actually provides us with strong look-fors for our observation tool. With a shoulder partner, use that document to help you complete the "look-fors" section of your observation tool with our focus solely being on rigor in the math classroom. Be ready to share our your thoughts and ideas.

- **Facilitator does:** Circulate during conversations. After 5-8 minutes, have a few participants share out their ideas of what "look-fors" they would include for this particular observation on rigor in the math classroom. It is helpful to point out when a participant has figured out a creative way to shorten the wording for a look-for. As participants share out have them add to or update the "look-fors" column of their own observation tool.

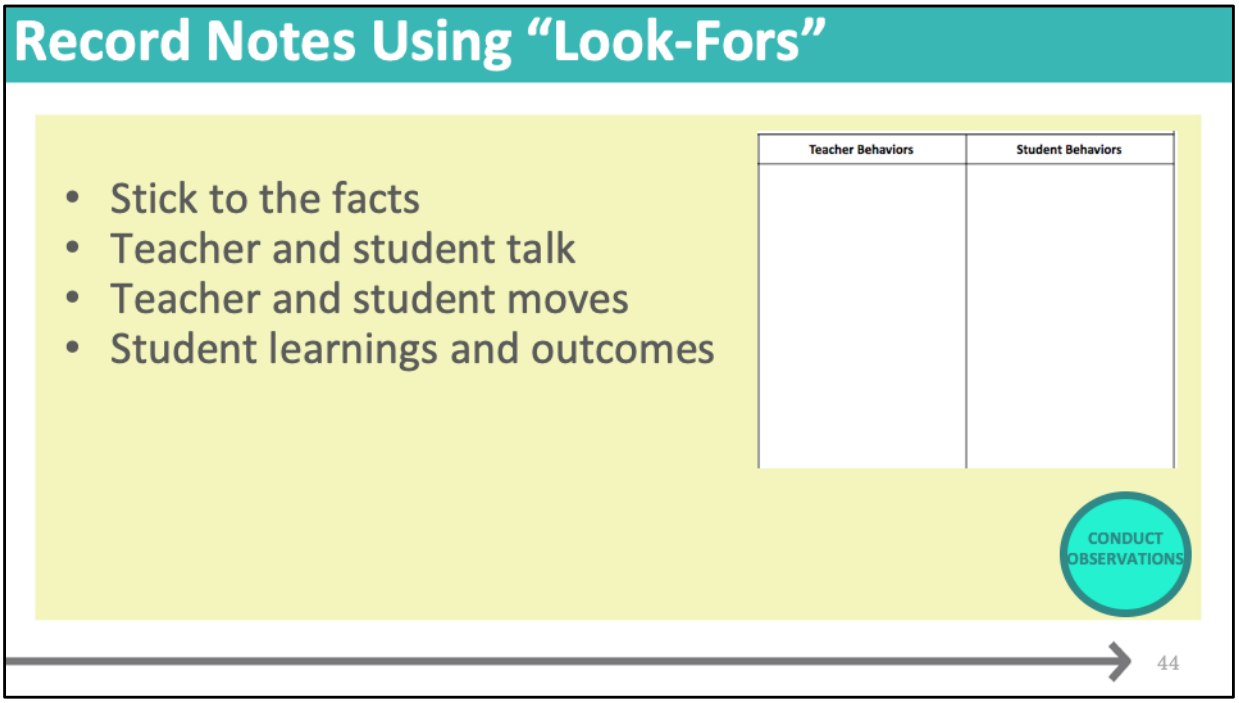
- **Note:** Mentors do not need to write in complete sentences in the look-for column. They simply need to keep the ideas in mind when observing the teacher and student behaviors during the lesson. Look-fors for an observation on rigor should could include the following:
    - a balance of conceptual understanding, procedural skill/fluency, and application
    - conceptual understanding parts of the lesson should include students:
        - explaining mathematical ideas
        - using examples/nonexamples to make conjectures

        - creating and using a variety of models
        - making use of patterns and structure
    - procedural skill/fluency parts of the lesson should include students:
        - selecting tools that are relevant to the task
        - communicating thinking
        - looking for patterns
        - demonstrating flexibility in procedures and skills to solve problems
    - application parts of the lesson should include students:
        - decontextualizing and contextualizing quantities in problems
        - making a plan to apply their knowledge in different situations

- **Facilitator says**: Once you have your focus and look-fors sections of the observation tool complete, you are ready to observe the teacher in action. You will complete the teacher behaviors and student behaviors sections as you observe the lesson. Let's talk a little bit more about these two sections.

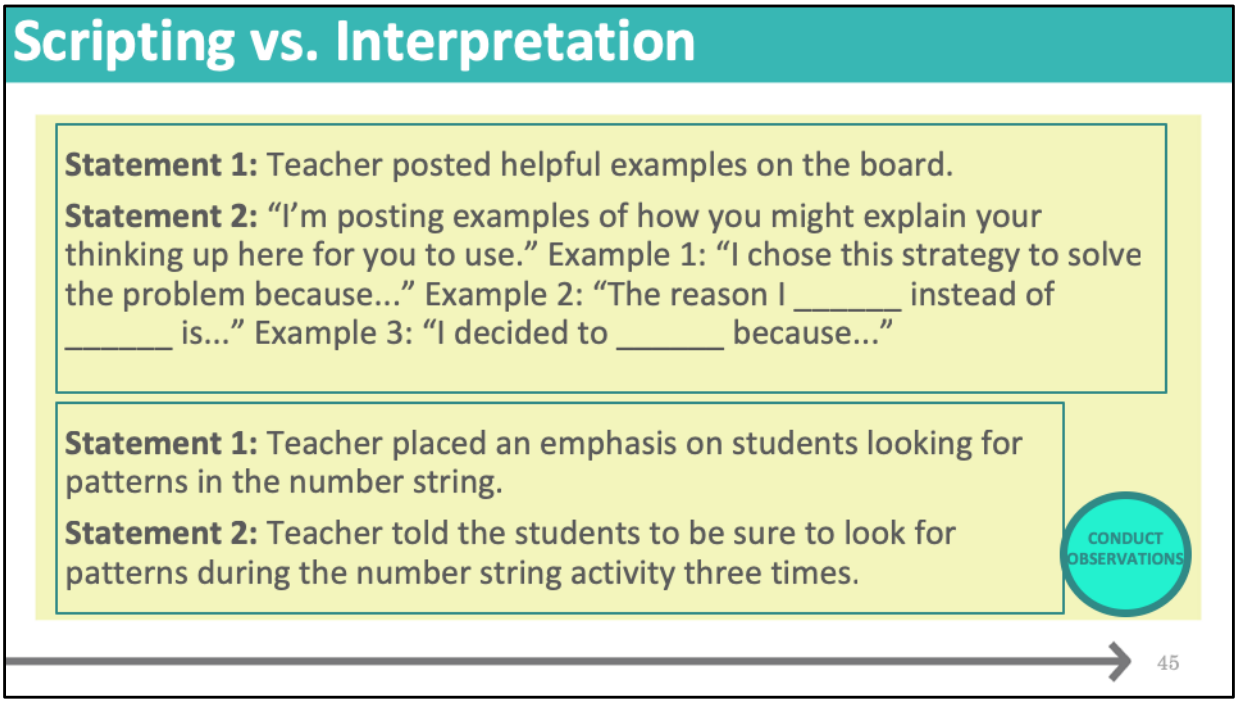


- **Duration**: 1 minute
- **Facilitator does:** animate the slide to highlight the third key component
- **Facilitator says:** Now that you know some things to keep in mind about observing your mentee in action, and you know what your Look-For observation sheet looks like, let's practice how you'll record notes during an observation.



- **Duration:** 2 minutes

- **Facilitator says**: Our third key component of conduct observations is to record notes using the "look-fors" we just discussed, which you will plan before the observation. The main two sections of your observation tool that you will be recording notes on while observing are the teacher and student behaviors sections. This is where your scripting skills will be put to use. It is important that the notes you take simply stick to the facts. We don't want to make inferences or judgments about a teacher's instruction when taking notes. As mentors, the data we collect must be facts, rather than inferences or judgments. You can script exactly what you hear teachers and students saying, what you see teachers and students doing, and what student learning and outcomes you are observing as it all relates to your observation focus. This will allow your observations to be free from judgments. Remember that you are specifically looking for evidence of the focus you and the mentee agreed upon prior to the observation.



- **Duration: 8 minutes**

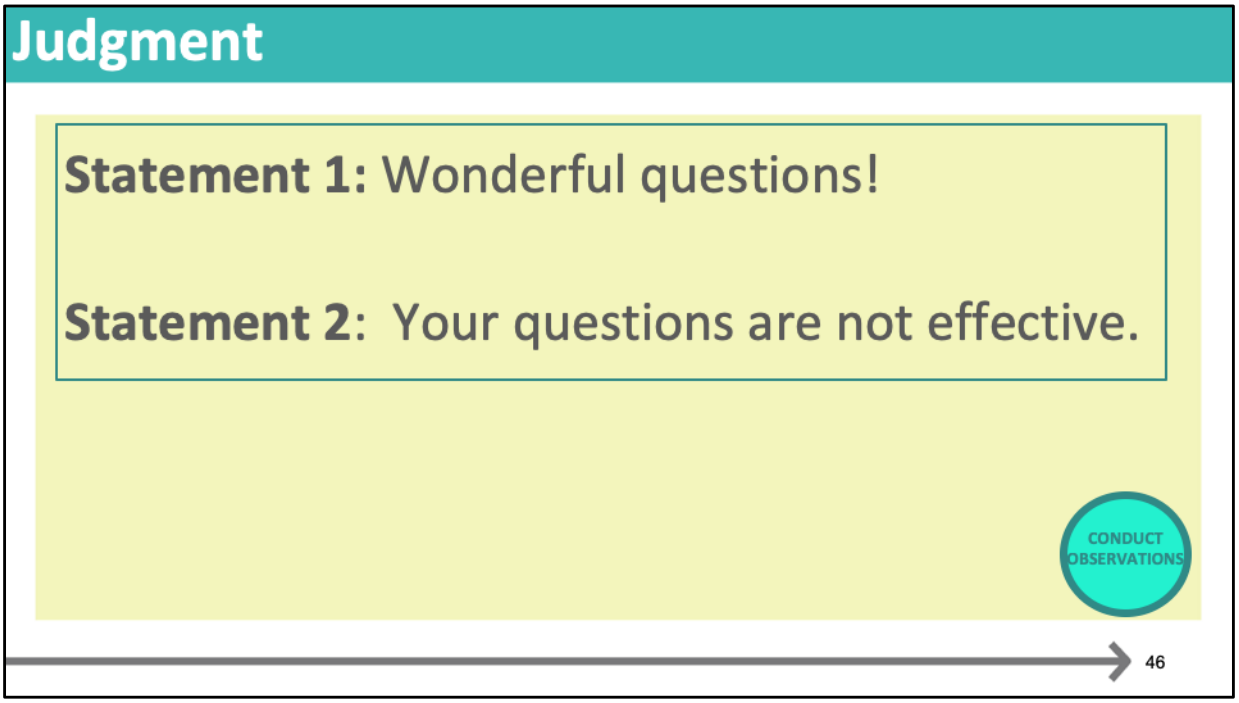
- **Facilitator says**: So like we just said, it's important you stick to the facts when observing in a classroom. The notes you take can help you remain objective about what's happening instead of making judgements. Let's engage in a quick activity to make sure we are all on the same page about what constitutes a a scripted vs. an interpreted/judgmental observation that you might make when looking for rigor in your mentee's math classroom. This game is called scripted versus interpreted/non-judgmental. Two statements will pop up on the screen that are examples of what someone may record during an observation. After you read the two statements, turn to a shoulder partner and discuss the differences between the two statements. When you identify which one you believe is the scripted (non-judgmental) statement, discuss why this type of comment is more effective for an observation.

- **Facilitator does:** animate the slide to reveal the first two statements. Circulate while participants discuss the differences between the two statements and why the second statement would be more effective for an

observation. After 2 minutes invite a few participants to share their thinking with the group. (Possible answers may include: statement 2 is more specific, includes specific examples of how the teacher is supporting students in developing their conceptual understanding of the concept, it is free of judgement i.e. “helpful”, can start a conversation with a mentee “you said and did this: ___. Tell me about it. What impact did that have on students? Let’s look at their work and see.” as opposed to “What you said and did was helpful.”)

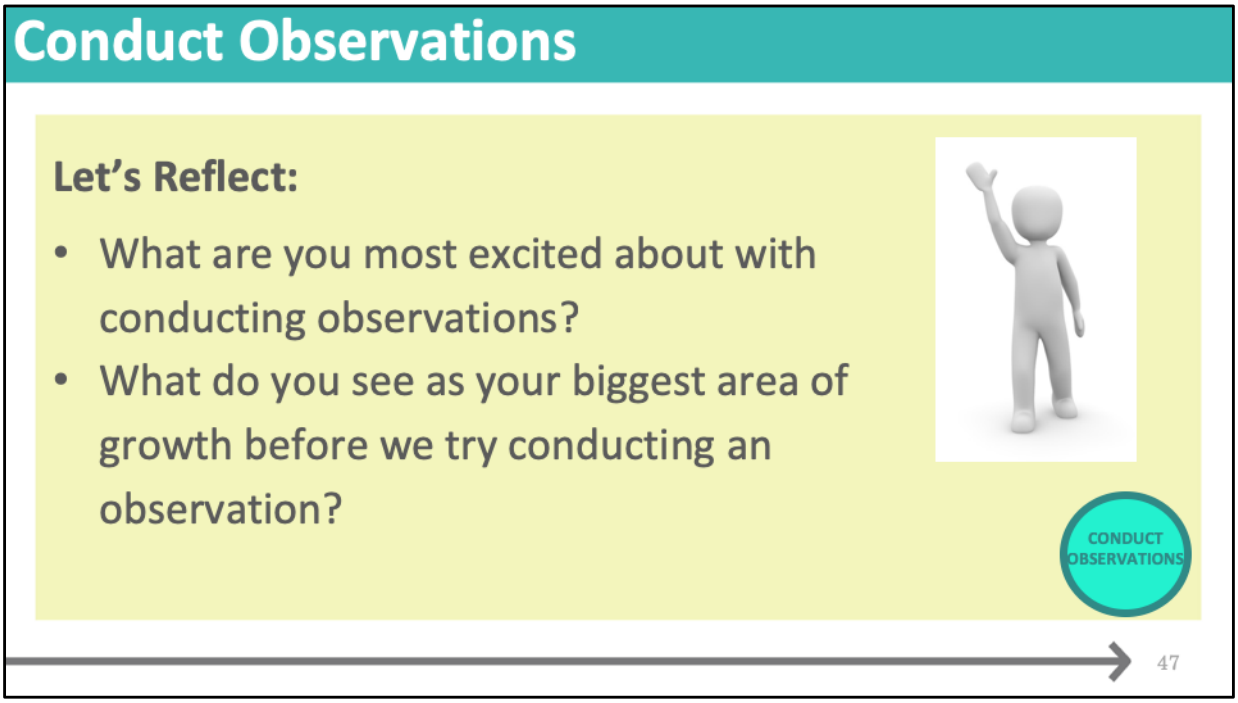
- **Facilitator says:** Great job on that first set. Let’s try one more. After the two new statements pop on the screen, read them and discuss with a partner the differences between the two statements. When you identify which one you believe is the scripted (non-judgmental) statement, discuss why this type of comment is more effective for an observation.

- **Facilitator does:** animate the slide to reveal the second two statements. Circulate while participants discuss the differences between the two statements and why the second statement again would be more effective for an observation. After 2 minutes invite a few participants to share their thinking with the group. (Possible answers may include: statement 2 is more specific because it describes what “placed an emphasis” means - the teacher said it three times, it demonstrates how the teacher and students were engaging in procedural/fluency skill practice, it describes exactly what happened (the teacher TOLD the students something) - you can imagine if the students didn’t do what was expected, being able to go back in the notes and see what the teacher did beforehand would be key. Placed an emphasis doesn’t actually tell you what the teacher did - did she say it? write it? how many times?), you may think 3 times is an emphasis, but that’s a judgement call on your part.



- **Duration: 2 minutes**

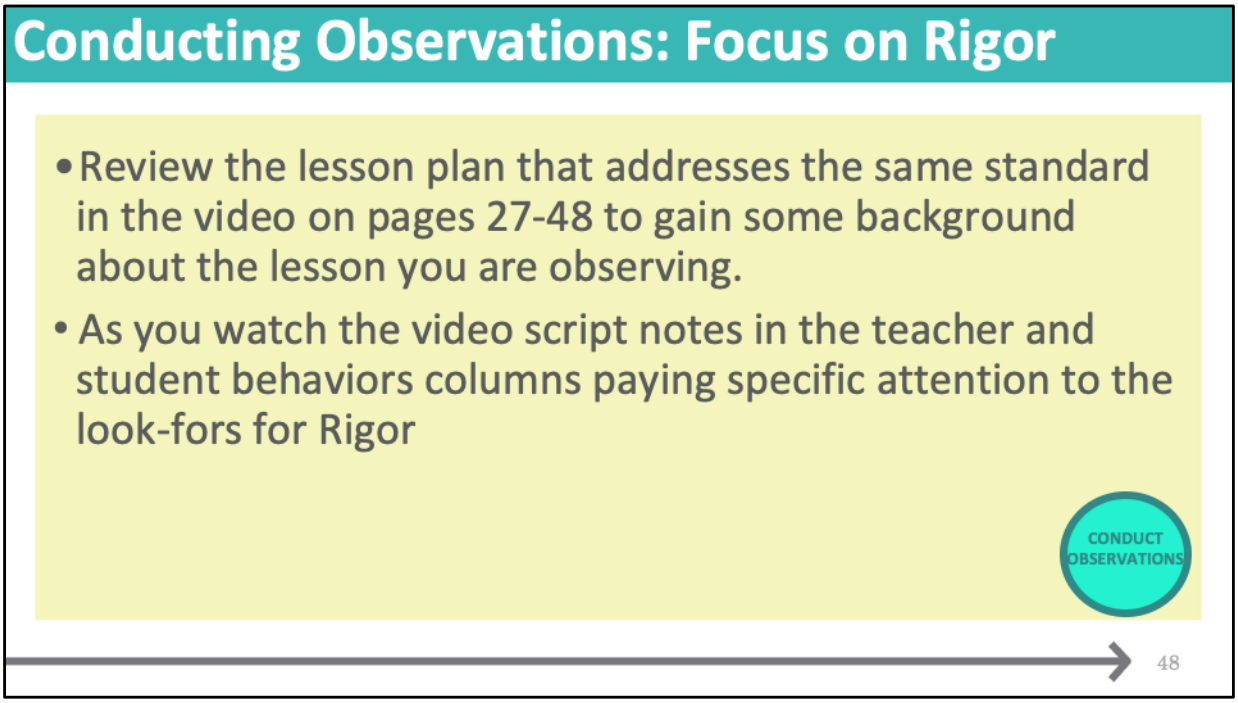
- **Facilitator says**: Take a look at the two statements on this page. Notice that both are not just inferential but actually judgmental. Praise is judgment. And, judgment can erode trust and build dependency in which the mentee, rather than learn to ask strong, higher-order thinking questions, seeks the mentor's approval only. Observational data that leads to analysis and reflection -- and that opens up learning conversations -- needs to be scripted and specific, not judgmental.



- **Duration:** 5 minutes

- **Facilitator says**: Let's take a quick minute to reflect on what we've discussed so far about conducting observations. Take 1 minute to think about the following 2 questions: What are you most excited about with conducting observations? What do you see as your biggest area of growth before we try conducting an observation? [Pause for a minute of quiet reflection time] Now we are going to do a SU-HU-PU, Stand up, Hand up, Pair up. When I say go, you will stand up, put one hand up in the air, and find a new partner to reflect with at a different table by giving them a high five to pair up. Once with your new partner, introduce yourself and share your thoughts on the two questions.

- **Facilitator does:** Circulate while participants are standing up, pairing up and discussing the questions on the slide. After about 3 minutes, invite participants to return to their seats.



- **Duration:** 5 minutes

- **Facilitator says:** We are about to conduct our very first observation using a video we have selected specifically for our focus on Rigor. Before we view the video, I will give you an opportunity to gain some background information about the lesson you are observing on pages 27-38 in your handouts. https://www.engageny.org/resource/grade-5-mathematics-module-4-topic-c-lesson-7/file/52011 This is a copy of an EngageNY lesson plan that addresses the same standard/topic that you will see in the video clip. [Give participants time a few minutes to read through the lesson plan they are about to observe, then continue.] Remember that as you watch the video you are to script notes in the teacher and student behavior columns on your observation tool paying specific attention to those look-fors as evidence of rigor.

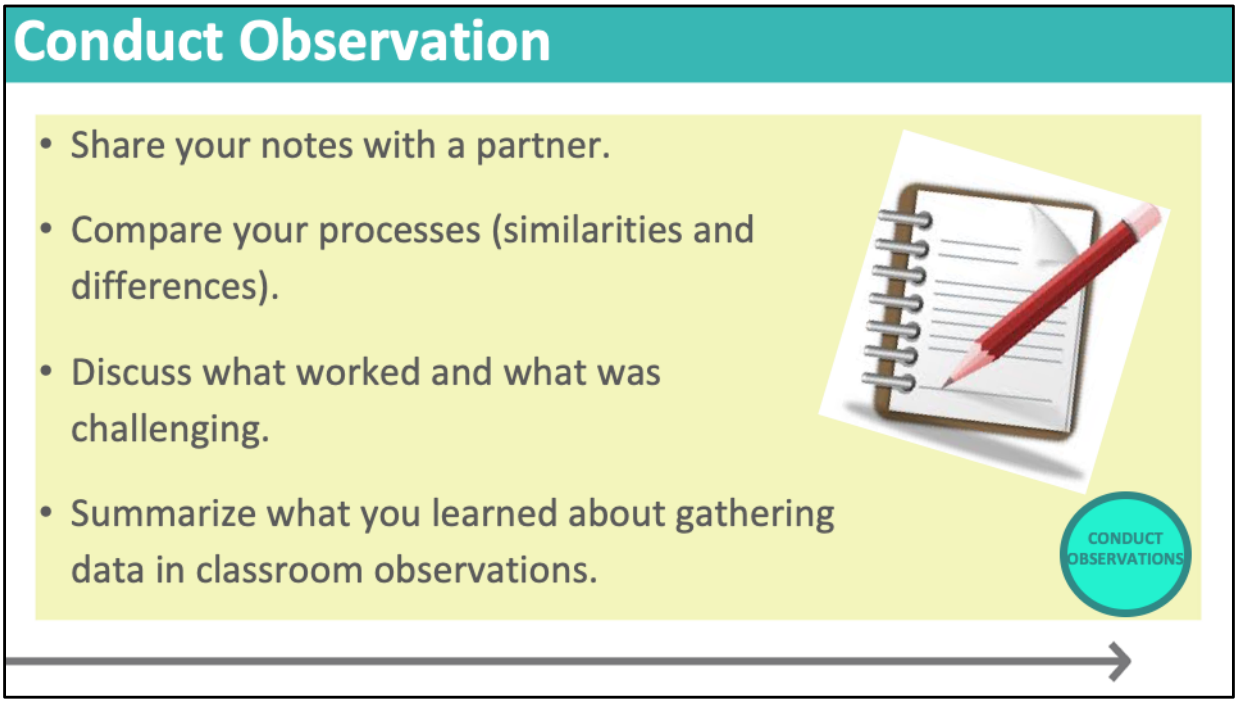
- **Facilitator does:** Creates ideal viewing conditions, encouraging participants to move if necessary to have a good view of the screen. Circulate to assess the data gathering processes mentors are using and encourage them to persist in their data gathering to increase objectivity and evidence. [Note: Participants

will be challenged to take notes for the entire time, so encourage them to use a five minutes off process if they find continuous notetaking difficult. Ask them to jot times in the lesson when they are taking notes and when they are not.]

Duration: 10 minutes

Facilitator says: Watch the video (about 5 minutes of the total) of a 5th grade math lesson on the standard, 5.NF.4 which states, Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. https://www.engageny.org/resource/grade-5-math-example-rigor-5nf4-0 The video begins with the teacher facilitating a guided practice around a problem situation.

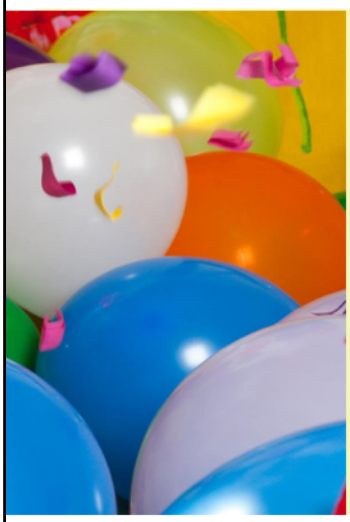
Facilitator does: Start the video and allow participants to practice scripting. After the video is over, explain that since this is their first time scripting (and the video is pretty short) you are going to give them the opportunity to watch the video a second time so they can add to their observation notes in more detail. Play the video a second time.



- **Duration**: 8 minutes

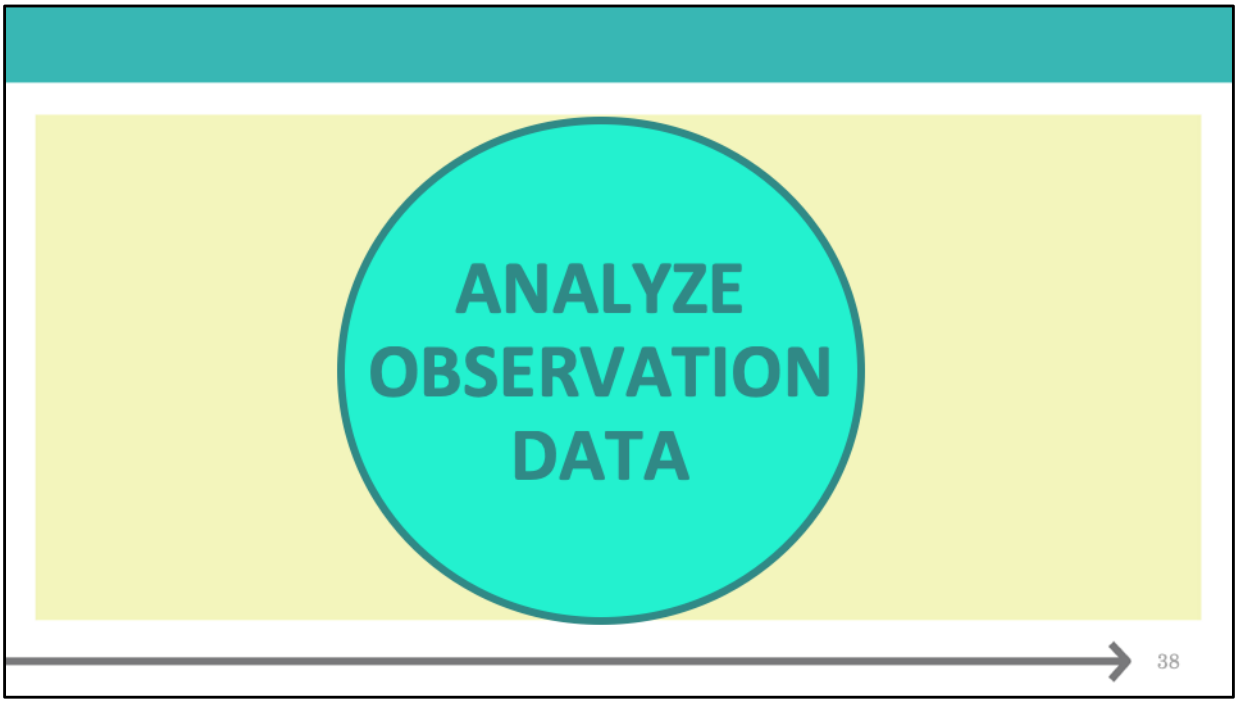
- **Facilitator says**: Let's take some time to debrief the process we just went through in observing a lesson. Since we have been sitting for a little while, I would like for you to take your notes, a few sticky notes, and something to write with and stand up. Find someone at a different table that has at least one similar feature to you (color hair, same color shirt or shoes, etc.) With your new partner compare your notes. Discuss how you went about taking notes. Share the notes you took with each other. How are they the same and different? Discuss what worked and what you found challenging about the process. Then summarize what you learned about conducting a classroom observation.

- **Facilitator does**; Allow five minutes for partner conversation. Facilitate a whole group discussion addressing each of the bullet points on the slide and having a least one or two participants share their thoughts/reflections per bullet point.



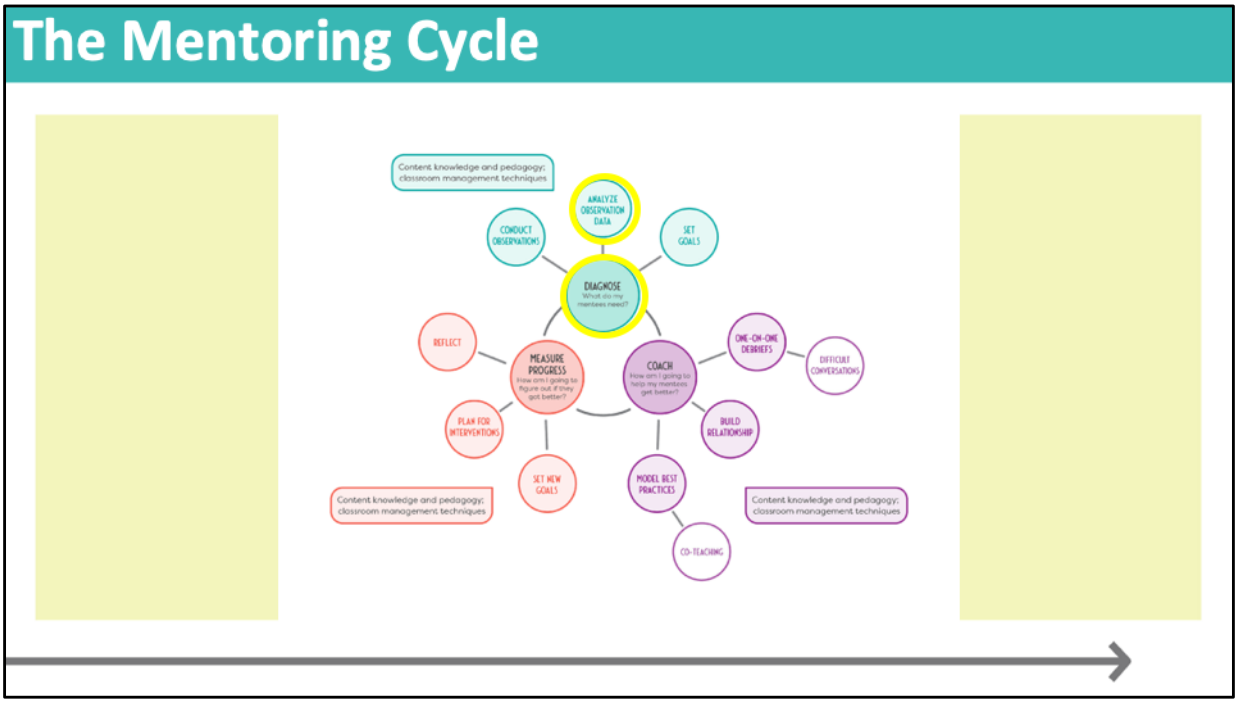
BREAK!

Duration: 15 minutes



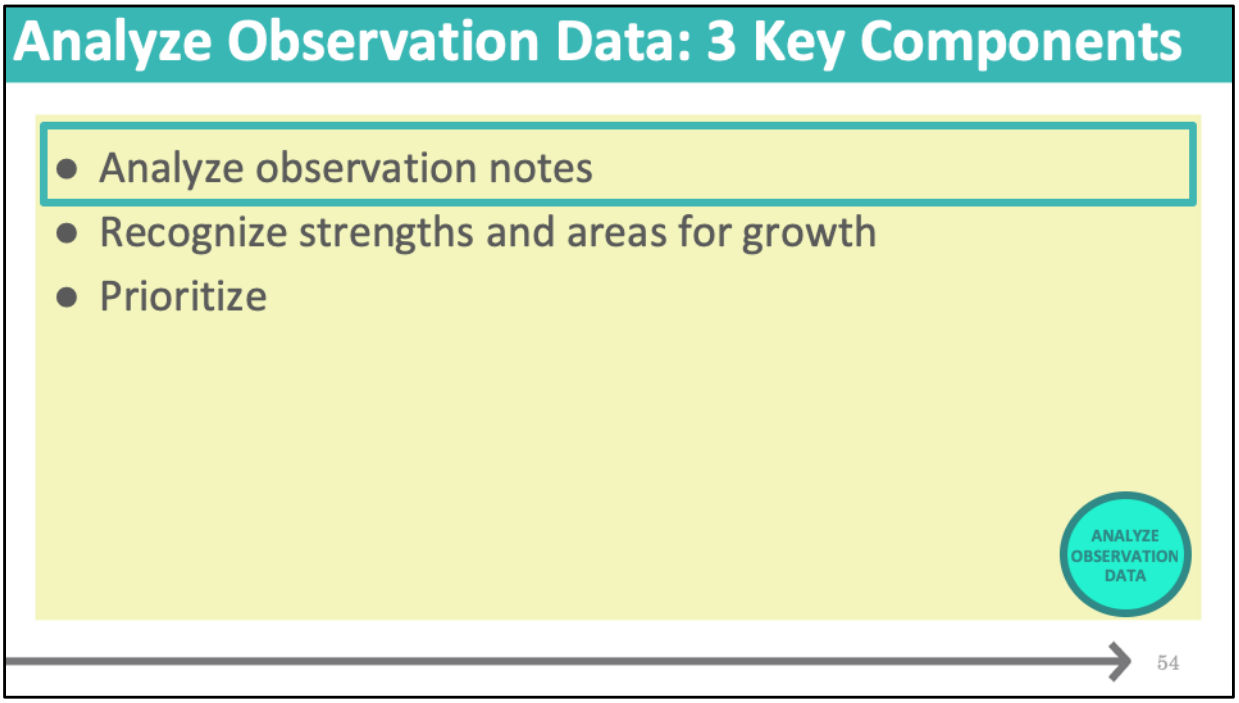
●**Duration**: 30 seconds

●**Facilitator says**: Now we are going to talk about the next step in the Diagnose process that follows conducting an observation: analyzing the observation data.

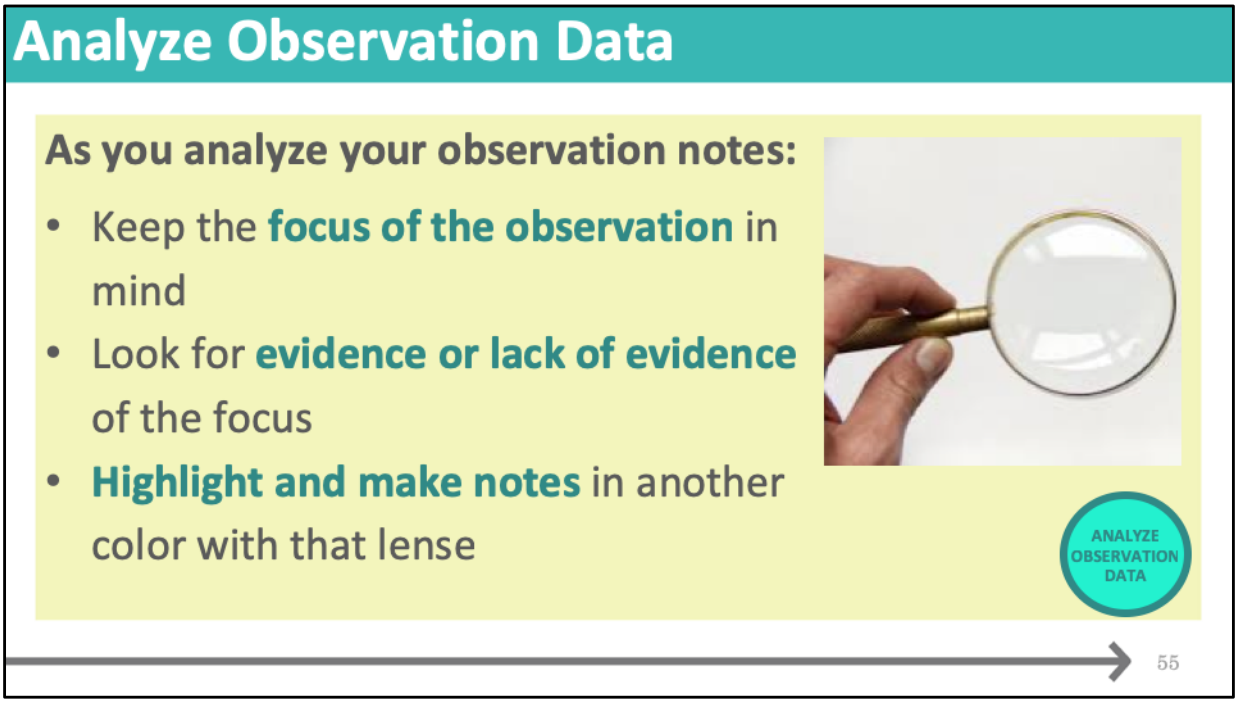


- **Duration**: 30 seconds

- **Facilitator says**: So now that we've practiced building the relationship and conducting an observation, we're going to continue to focus on the "diagnose" section of the mentoring cycle and discuss how you will take your notes from your observation and analyze the data you collected to determine how you can best support your mentee with their needs.



- **Duration**: 1 minute
- **Facilitator does:** animate the slide to highlight the first key component
- **Facilitator says:** There are three key components to adhere to when analyzing your observation data, which can be found on page 43 of your handout. First, you analyze your observation notes, then recognize strengths and areas for growth, and then you will prioritize the needs. Let's dive in a little deeper to each of these components starting with analyzing our observation notes.
- **Key point**: Be wary of always being in the consult stance on the mentoring continuum – can be damaging to the relationship, as well as to buy-in and mentee ownership of learning and growth. Think about the entire continuum, as well as mentee needs in any given conversation. What do you notice about the subjects of these sentences? (not necessarily mentor – could be mentor and mentee, could be mentee)

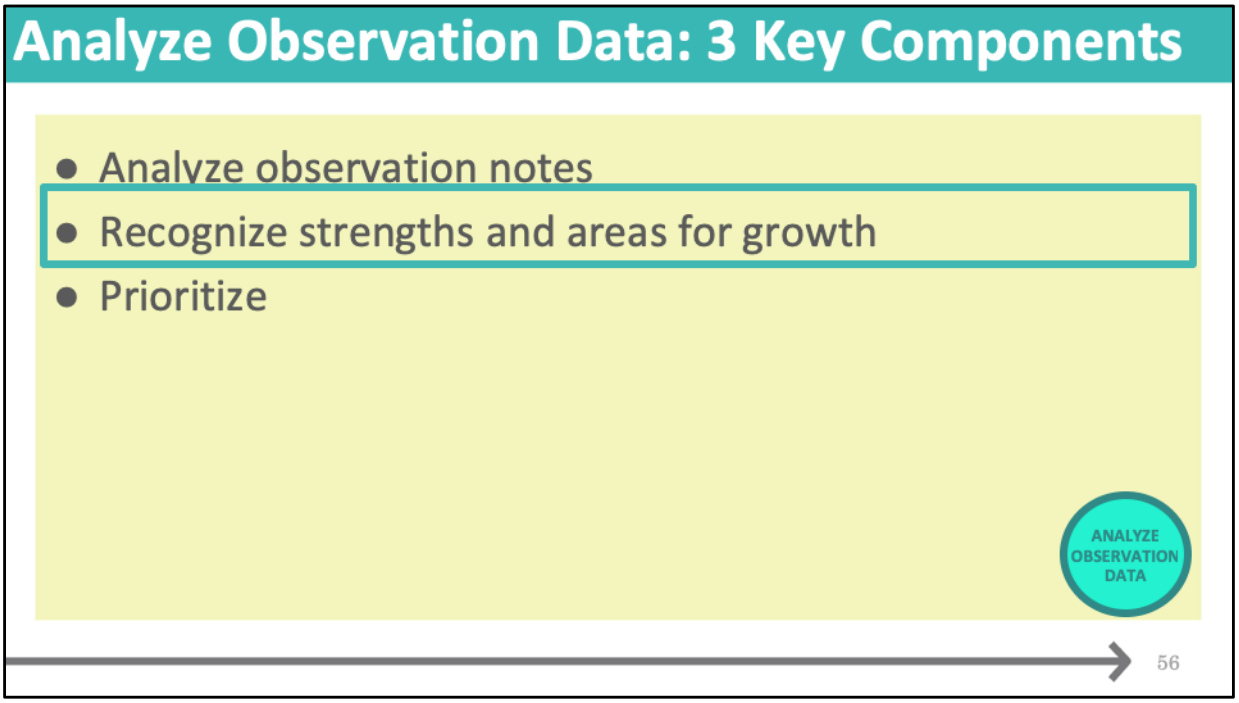


- **Duration**: 20 minutes

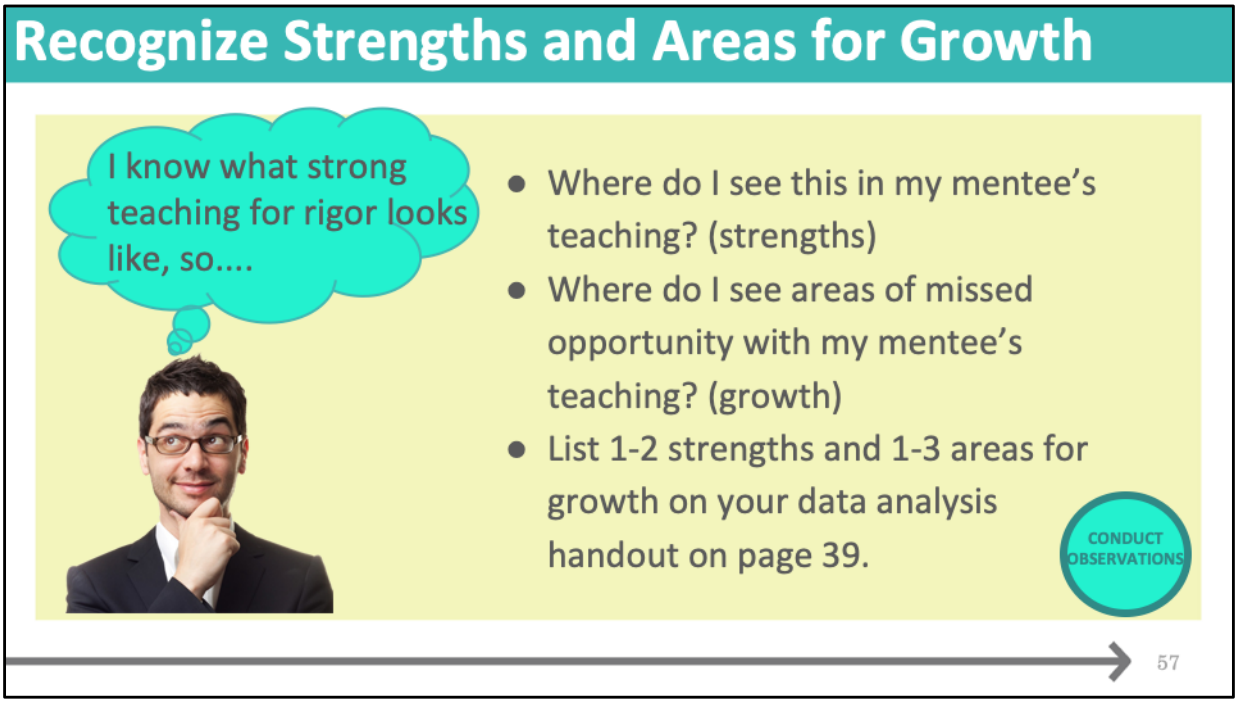
- **Facilitator says:** With your classroom observation notes in front of you, you want to go back and analyze them to ultimately determine the goal of your work with your mentees. But how do we determine what that goal is? We must analyze our observation data first. As you go back through your notes you always want to keep the focus of the observation in mind, which in this case was teaching a balance of rigor during math class. So you want to look in your notes for evidence or lack of evidence of this focus. If you were able to get your hands on some student work, this can also serve as evidence or lack of evidence. You will want to highlight and make 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. You can always make a note to return to the other areas of need that you observed at another time. You will now have some time to analyze your observation data we took on the video using the steps on the slide. You

will have 10 minutes to go through your notes, and then you will have 5 minutes to share your analysis with a shoulder partner.

- **Facilitator does:** As participants work independently on analyzing their observation notes, circulate to provide support and take note on anyone struggling with the process. After 10 minutes, instruct participants to pair up with a shoulder partner and share their analysis with one another before moving on to the next slide.



- **Duration**: 1 minute
- **Facilitator does:** animate the slide to highlight the second key component
- **Facilitator says:** Now that we've taken a closer look at our observation notes, let's start to look closely for strengths and areas for growth.

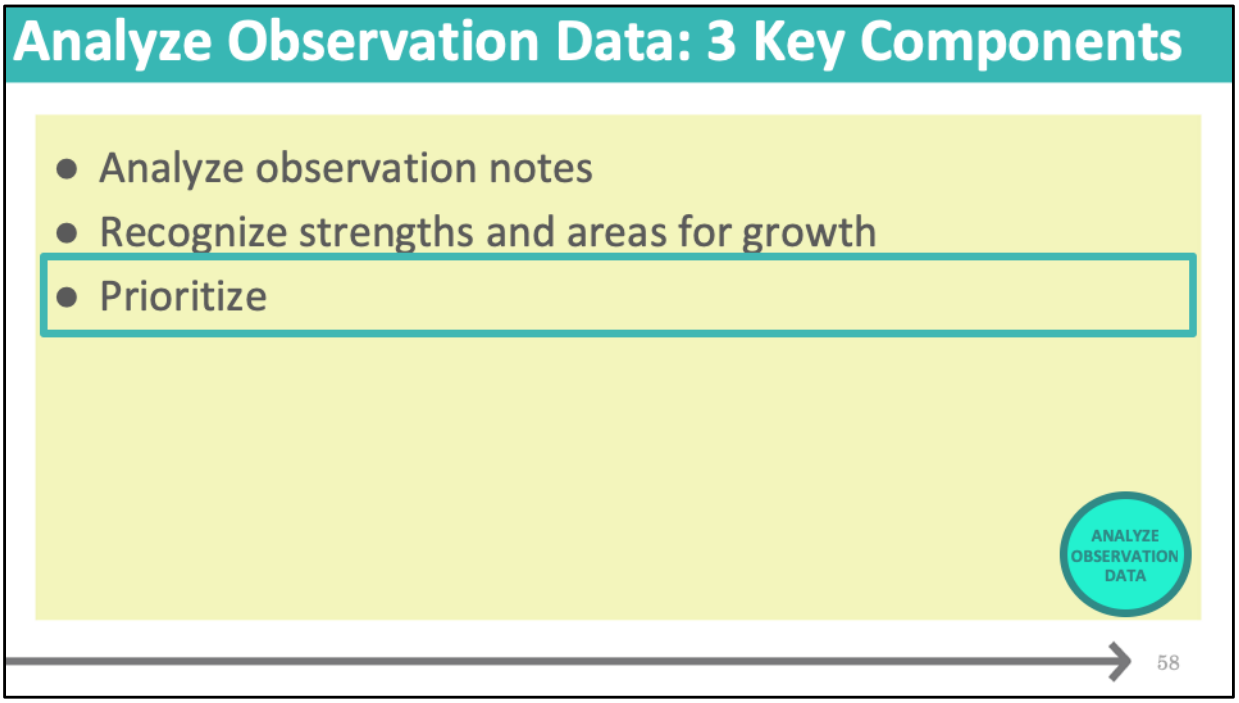


- **Duration:** 20 minutes

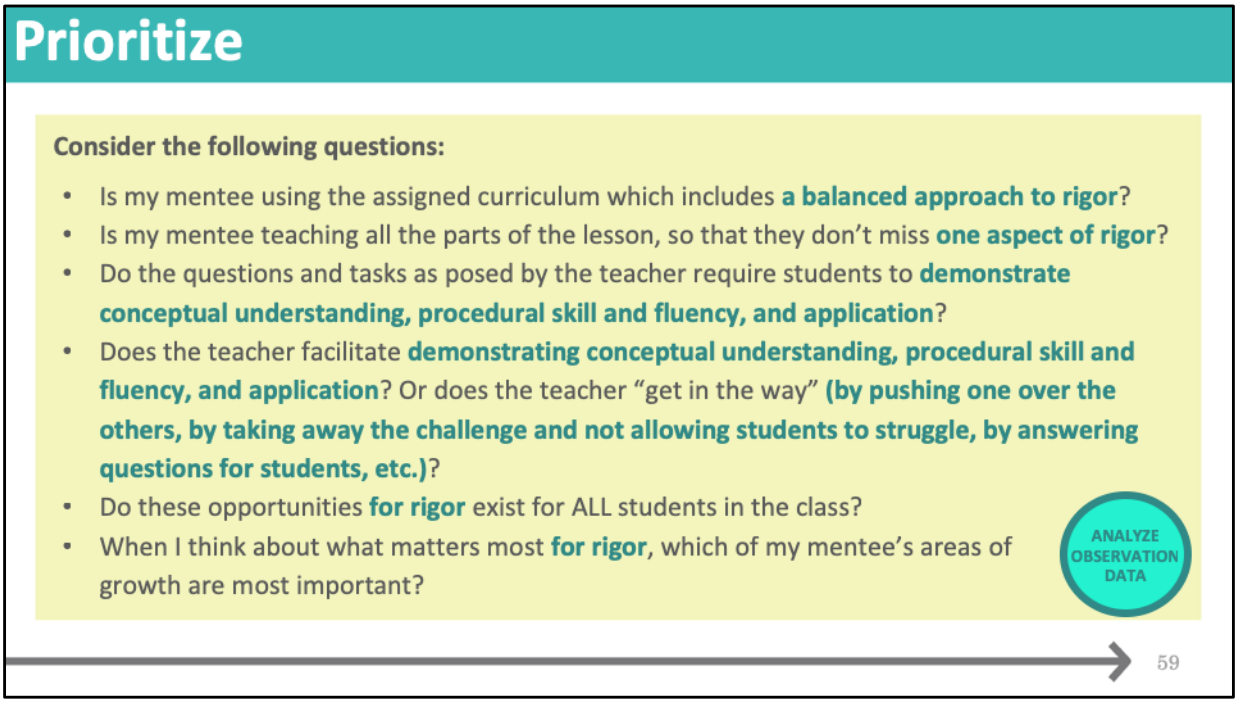
- **Facilitator says**: Because we know what strong teaching for rigor looks like as identified in our "look-fors", we should now be able to continue analyzing our notes looking specifically for strengths and areas of growth as it pertains to rigor. The questions you may ask yourself during this process include: Where do I see this, as in teaching for rigor, in my mentee's teaching?, Where do I see areas of missed opportunity with my mentee's teaching? Some strengths may include…..give examples. Some areas for growth may include….give examples. You will have 10 more minutes to think about these questions on your own as you continue to examine your observation notes. During that 10 minutes you will list 1-2 strengths and 1-3 areas for growth on your data analysis handout on page 39. After 10 minutes, I will ask you to return to that same shoulder partner and share your defined areas of strength and for growth with one another. Any questions?

- **Facilitator does:** As participants work independently on recognizing strengths and areas for growth, circulate to provide support and take note on anyone

struggling with the process. After 10 minutes, instruct participants to pair up with their shoulder partner and share their lists with one another before moving on to the next slide.



- **Duration**: 1 minute
- **Facilitator does:** animate the slide to highlight the third key component
- **Facilitator says:** The last step is to prioritize the areas for growth. This will ultimately set us up for the next stage in Diagnose, which is to set goals. Let's discuss what this means and looks like.

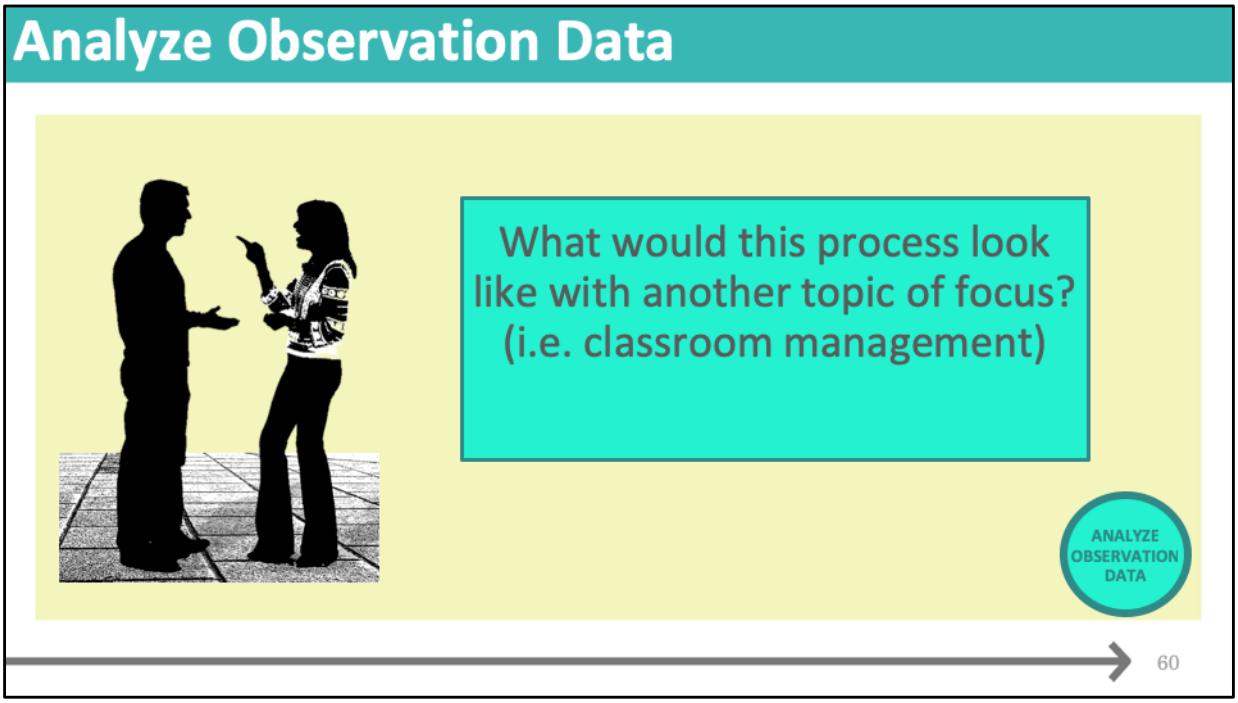


- **Duration**: 20 minutes

- **Facilitator says:** As you look over your areas for growth you should consider the following questions. These are general questions to consider that have been made more specific for our focus of rigor on this particular lesson we observed. For example, is my mentee using the assigned curriculum which includes….whatever the focus you were observing for, which in this case was rigor. Referring to the last question, when I think about what matters most for...fill in the blank with your focus which in this case is rigor, which of my mentee's areas of growth are most important. You will have 10 minutes to think about these questions independently as you look over your list of areas for growth to help you determine your top priority for your work with this teacher. Remember the next step in the mentor cycle is to set goals, and this priority will be the basis for your goal for your mentee. When you have determined your priority, add it to the summary section at the bottom of your observation tool as a final step. After 10 minutes, we will return to our shoulder partner to share priorities with one another and ask for feedback. Lastly, we will have a few of you share out your priorities with the whole

group. Any questions?

- **Facilitator does:** As participants work independently on prioritizing the areas for growth, circulate to provide support and take note on anyone struggling with the process. After 10 minutes, instruct participants to pair up with their shoulder partner and share their priorities with one another. After working with their partner for 5 minutes bring the whole group back together and ask a few participants to share their priorities with the whole group.



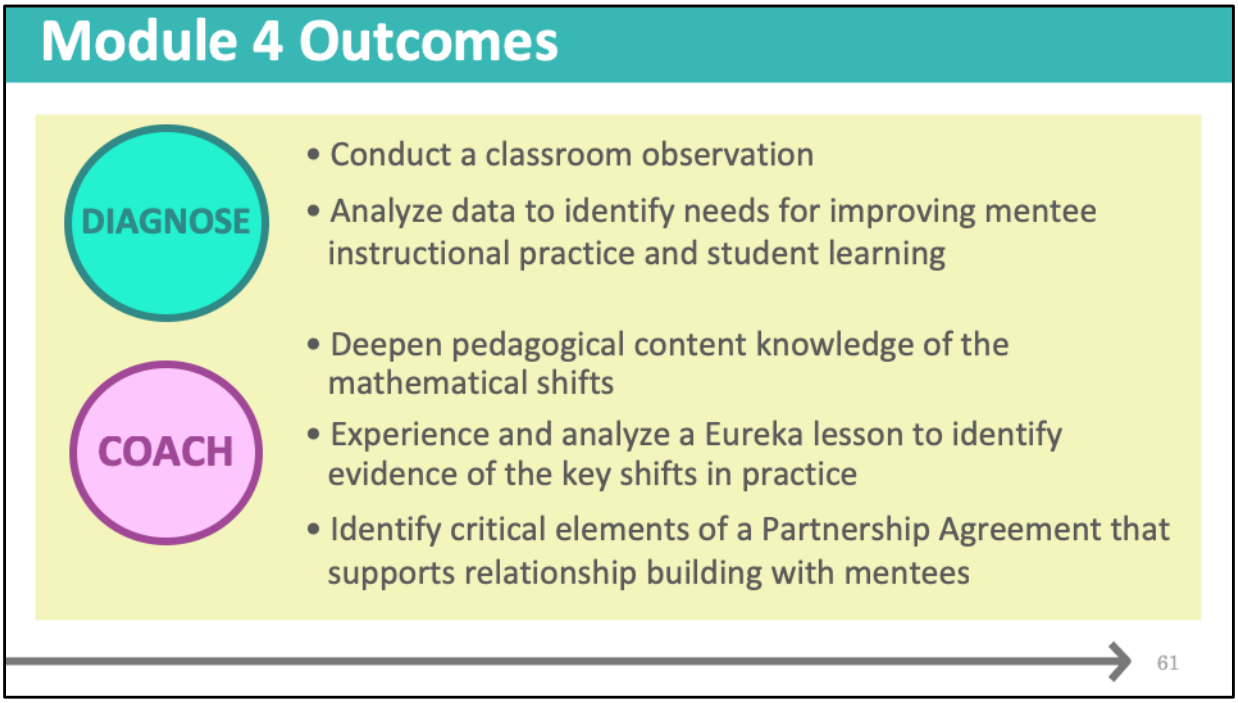
- **Duration**: 5 minutes

- **Facilitator says:** We are going to do another, SU HU PU, stand up, hand up pair up. When I say go, you will stand up, put one hand up in the air, and find a new partner to reflect with at a different table by giving them a high five to pair up. Once with your new partner, introduce yourself and share your thoughts on the question on the slide, what would this process of analyzing observation data look like with another topic of focus, such as classroom management? You will have about 2 minutes to discuss this question with your partner. Ready, go!

- **Facilitator does:** Circulate while partners discuss the question on the slide. After 2 minutes, ask for a few participants to share their thoughts with the whole group. If the following is not touched on, share the following points:

- **Facilitator says:** This process would be the exact same with simply the new focus the observation was focused on. For example, if your observation that you conducted was focused on classroom management, then your look-fors

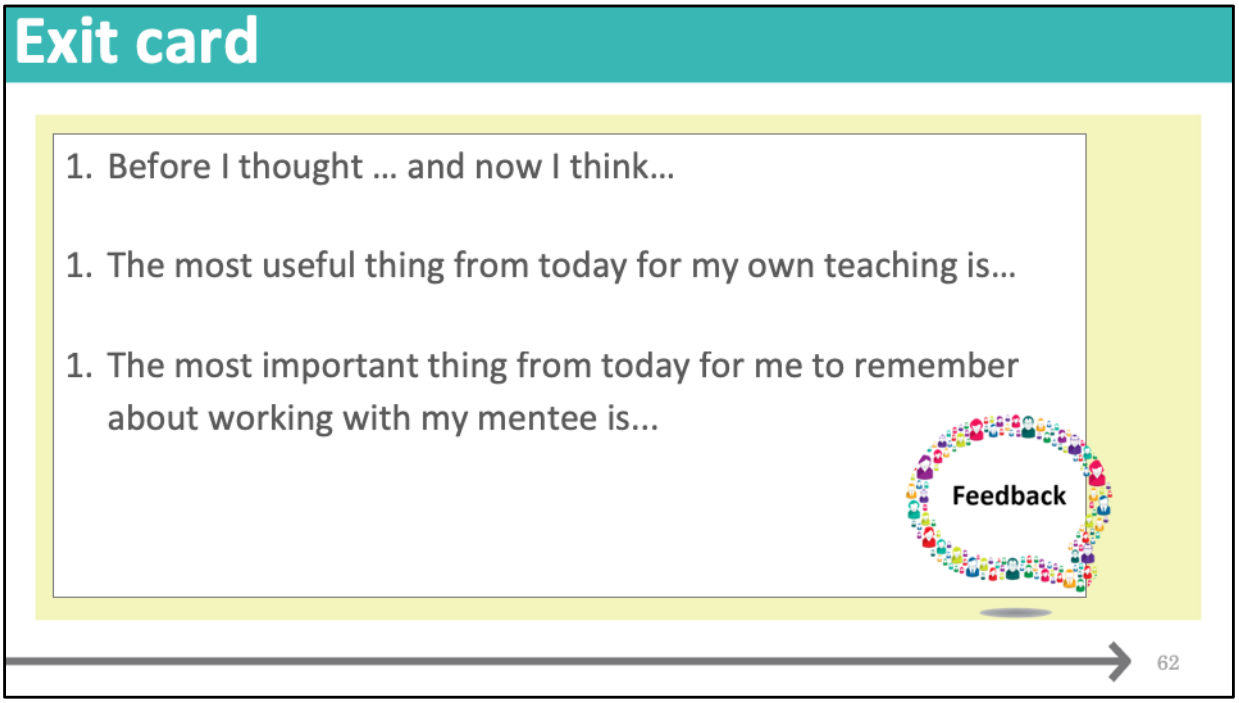
would have been tied to what evidence you would be looking for when it came to classroom management. Therefore when you analyzed your data for strengths and areas for growth everything then would be geared towards classroom management. The questions to consider we have used during this process would be slightly altered to zoom in on the focus of classroom management.



- **Duration:** 2 minutes

- **Facilitator says:** In your team, review the outcomes on page 2 for Module 4. Share how you anticipate applying what you learned as a mentor.

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



- **Duration**: 3 minutes

- **Facilitator says**: Before you leave today, please complete an exit card on page 41. On your exit card please use the 3 sentence prompts and fill in the blanks. You may leave your completed exit card on your tables when you leave. As a reminder, please clean up your workspace. Throw away your trash, straighten the supplies so that they are in the center of the table, and place your name plates and tags inside your team folder. Have a good evening and we will see you again in the morning promptly at 8:30.