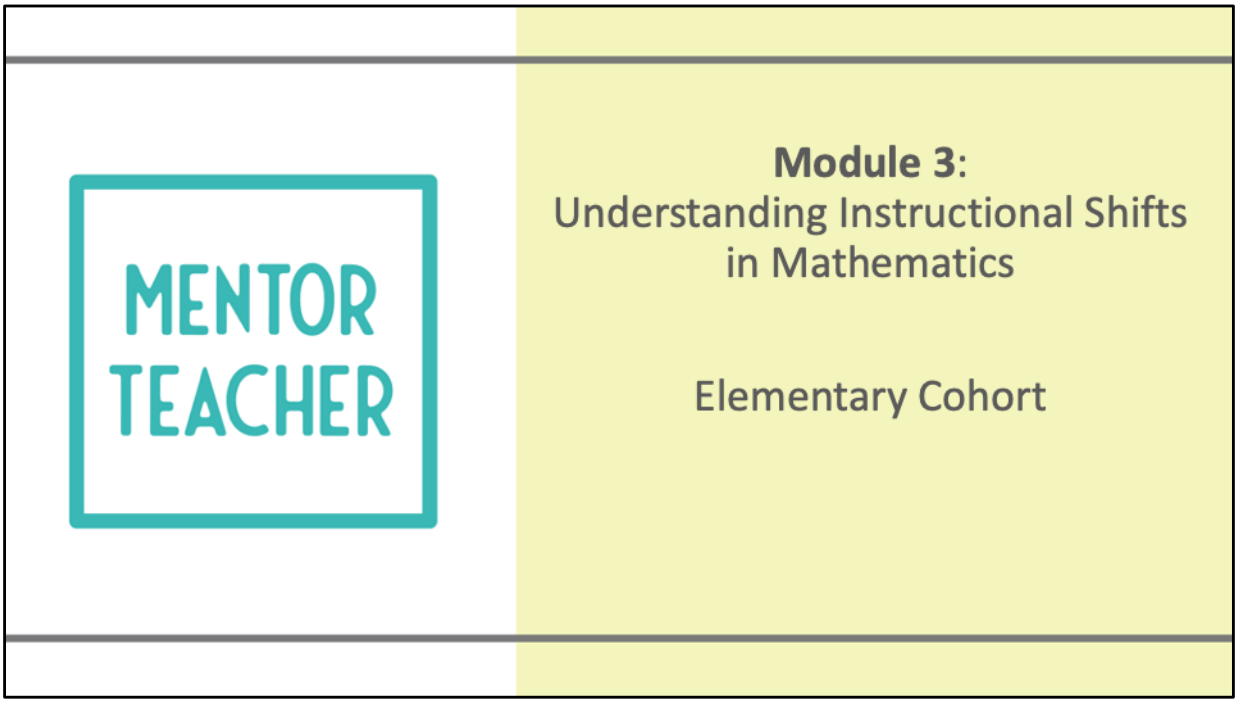


●**Duration:** 1 minute

●**Facilitator says**: Welcome back! We look forward to another day of rich learning about mentoring.

Mentor Training Course Goals

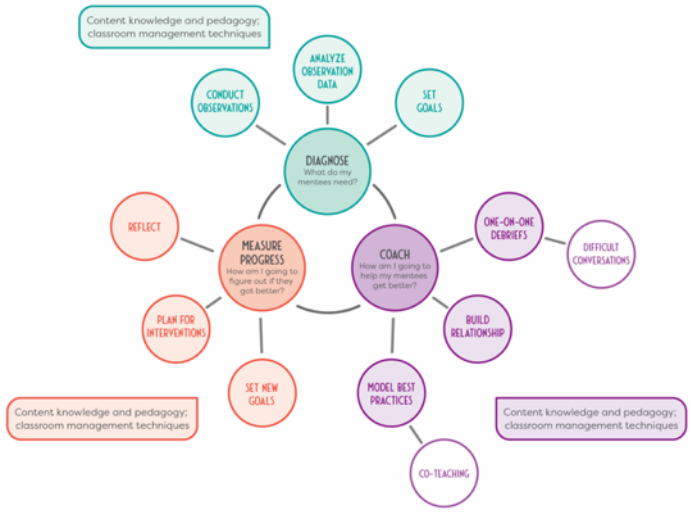
- Build strong relationships with mentees.
- Diagnose and prioritize mentees' strengths and areas for growth
- Design and implement a coaching support plan
- Assess and deepen mentor content knowledge and content-specific pedagogy

Mentor Teacher Module 3 2

Duration: 30 seconds

●**Facilitator says:** Let's just take a moment to remind ourselves about the overarching goals of the Mentor Training Course. Yesterday we focused on classroom management, planning conversations, and communication skills for building strong relationships. In other words, our learning focused primarily on the first and third goals.

The Mentoring Cycle



Mentor Teacher Module 3 3

●**Duration:** 30 seconds

●**Facilitator says**: This diagram of the mentoring cycle is useful as a way to help us keep all our learning coherent and to explore how it connects to the core responsibilities of a mentor. Today our content work focuses on the framework for effective mentoring cycles, content knowledge and content-specific pedagogy.

Module 3 Outcomes

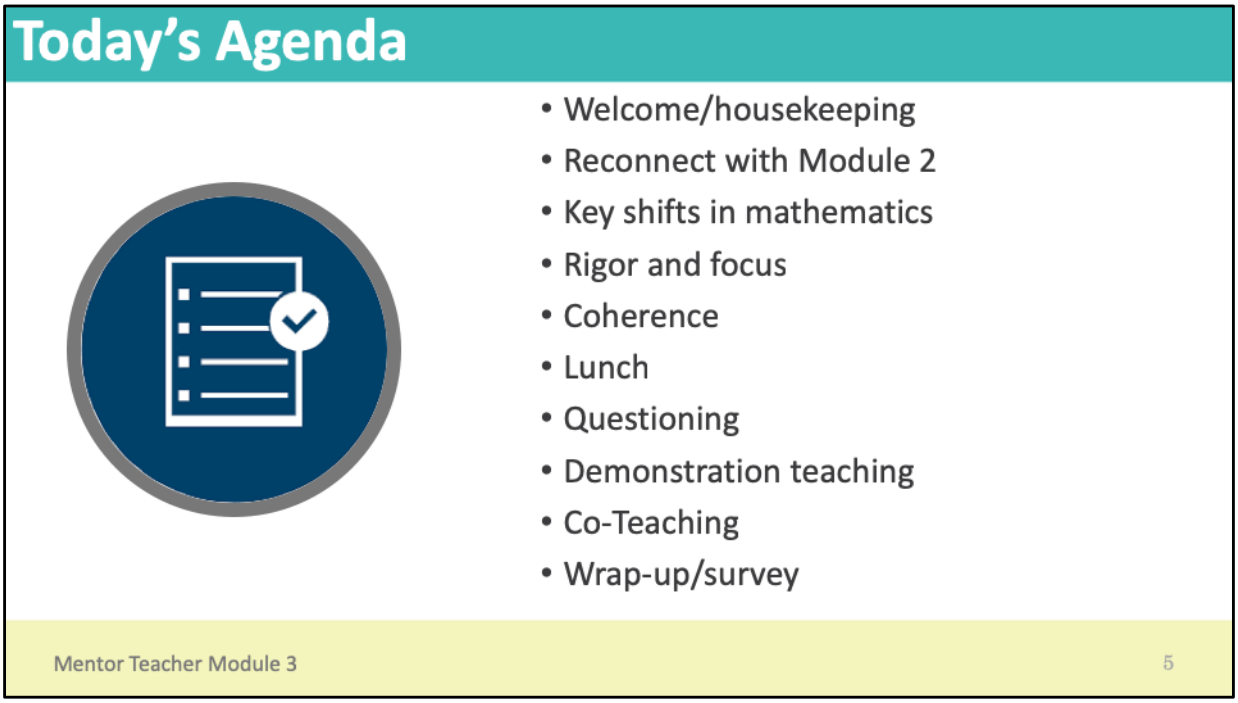
- Describe key shifts in mathematics standards and instruction (rigor, focus, and coherence), and how these shifts guide decisions about teaching and learning.
- Use effective questioning techniques in conversations related to mentees' growth and development.
- Plan and implement demonstration teaching as a coaching support.
- Articulate and plan for multiple models of co-teaching with mentees.

Mentor Teacher Module 3 4

●**Duration:** 2 minutes

●**Facilitator says:** During this module, we will focus on five outcomes aligned to the the third and fourth goals. Specifically we will examine how mentors support mentees through deep content knowledge and content-specific pedagogy. Then we will explore another communication skill, asking powerful questions to promote reflection and self-analysis. We will then emphasize two core coaching supports mentors provide when they are serving as classroom supporters. Those are demonstration teaching and co-teaching. Each outcome moves you closer to achieving the goals of the course and to being prepared for your distinction criteria.

●**Facilitator does:** Reminds participants that the outcomes appear on p. 1.



●**Duration**: 2 minutes

●**Facilitator says:** You will see our agenda on p. 1 of your packet. We will begin with a review of your assignment, move into learning teams that will be your home base for the remaining sessions, unpack classroom management, learn some communication skills, and then practice coaching classroom management.

Our Agreements

Make the learning meaningful

Engage mentally and physically

Notice opportunities to support the learning of others

Take responsibility for your own learning

Own the outcomes

Respect the learning environment of self and others

Mentor Teacher Module 3 6

●**Duration**: 5 minutes

●**Facilitator says**: Let's take a moment to reflect on how well you personally and as a team adhered to the agreements in yesterday's session. Scan through the agreements and identify one you are particularly proud of how well you kept it. Then as a team identify one that was a high point for the team as a whole.

●**Facilitator does**: Give teams a minute and then ask for a few responses about team high points.

●**Facilitator says:** Now let's look at an agreement that was challenging for your team and as a team talk about how you can strengthen your adherence to that agreement today.

●**Facilitator does**: Give teams a minute and then ask a few teams to report out.

You Said . . .

3 useful ideas I took away from yesterday

2 actions I'll take based on what I learned

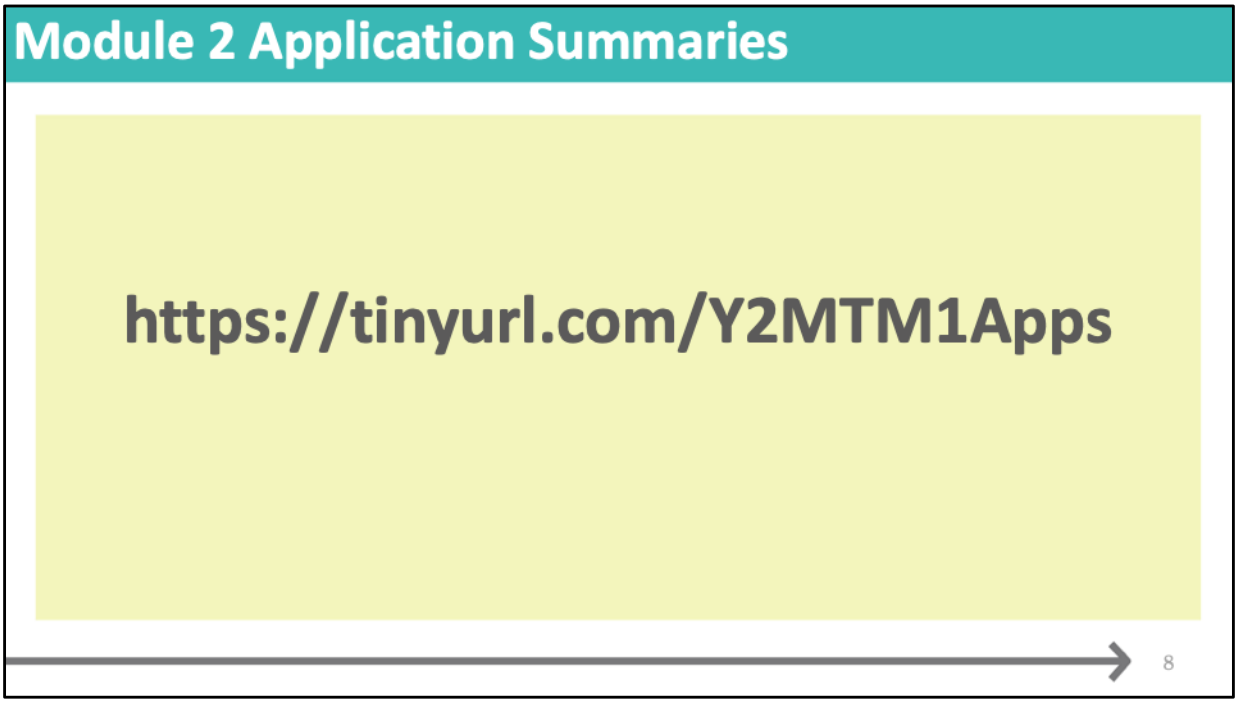
1 question I have about what I learned

Mentor Teacher Module 3 7

●**Duration**: 4 minutes

●**Facilitator says**: We want to share what you wrote on your exit cards yesterday. These are the highlights of what you said rather than every comment. If you have a question that we have not yet answered, please see us at break or lunch to get some of our thinking.

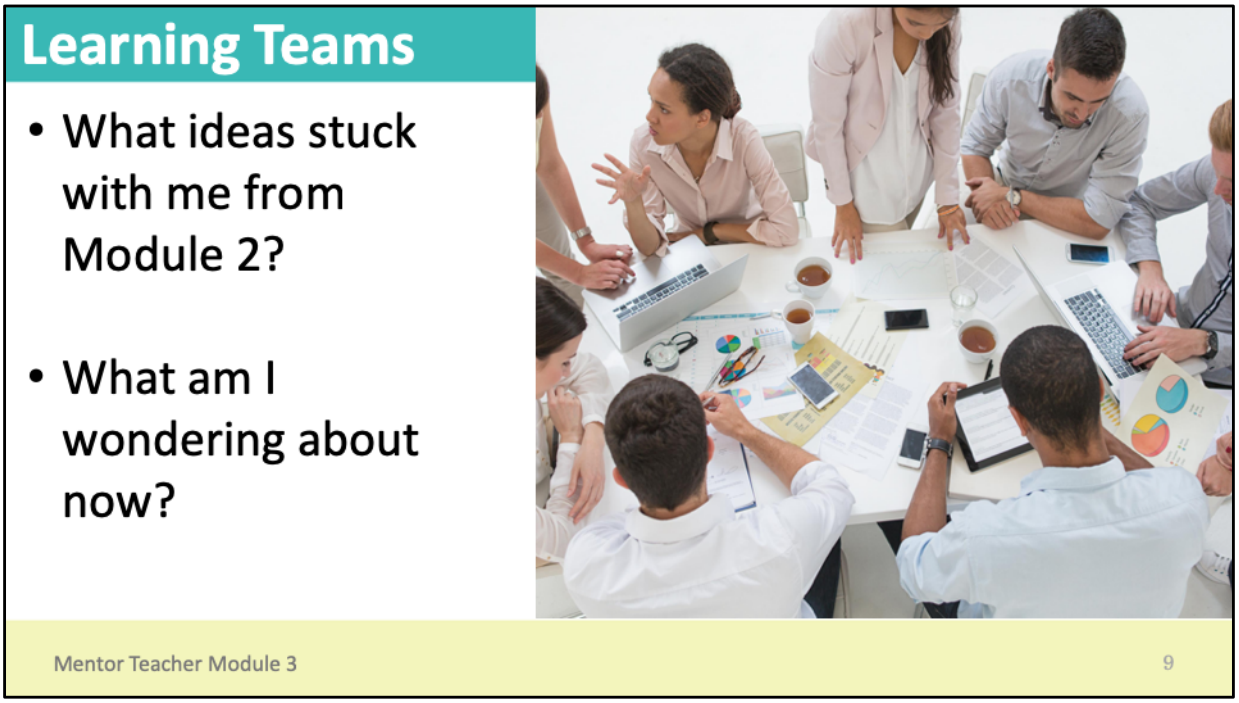
●**Facilitator does**: Read a summary of about 5-8 big ideas for each of the items. Answer questions that are appropriate to answer in the large group.



●Duration: 1 minute

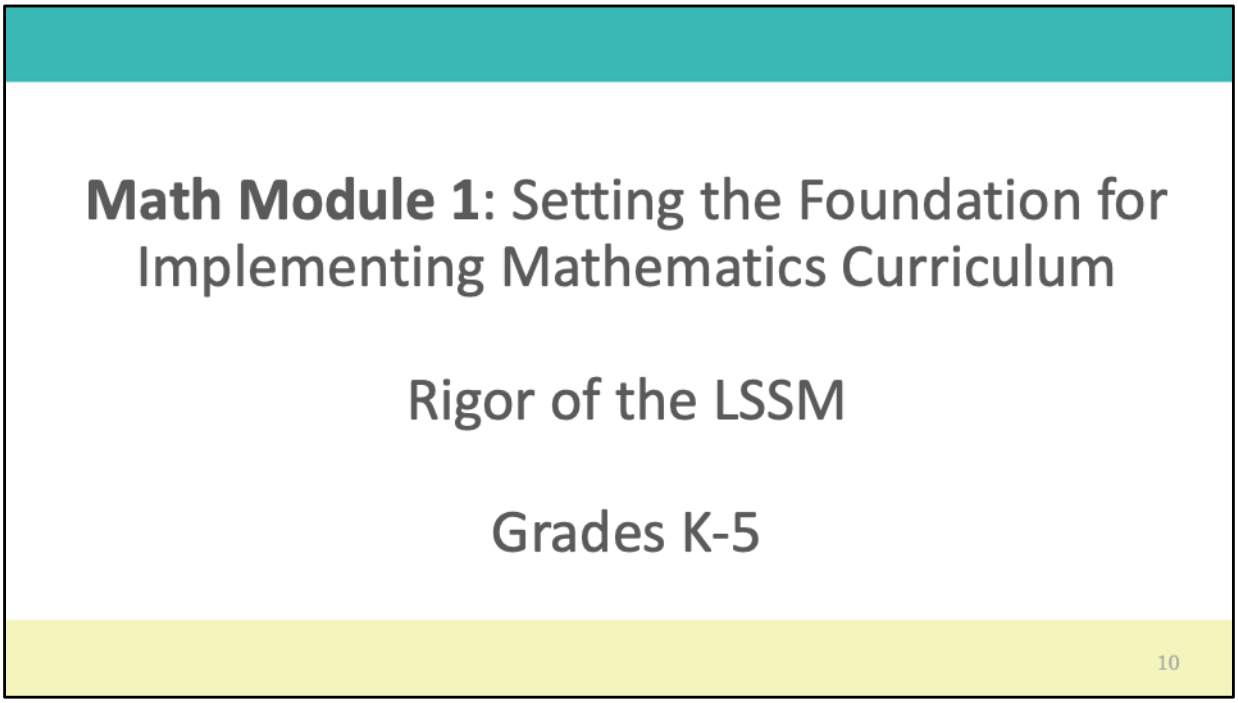
●Facilitator says: Here is the link to a summary of all the applications that you and your colleagues from all cohorts across the state submitted. This will be a great resource list for you to refer to periodically to give you ideas about ways you can apply your learning from Module 2.

●https://tinyurl.com/Y2MTM1Apps



Duration: 3 minutes

Facilitator says: To bridge the gap between yesterday and today and prime the pump for today's learning, use a round robin process in your learning teams to answer each question—one at a time. Go quickly.



●**Duration:** 2 minutes

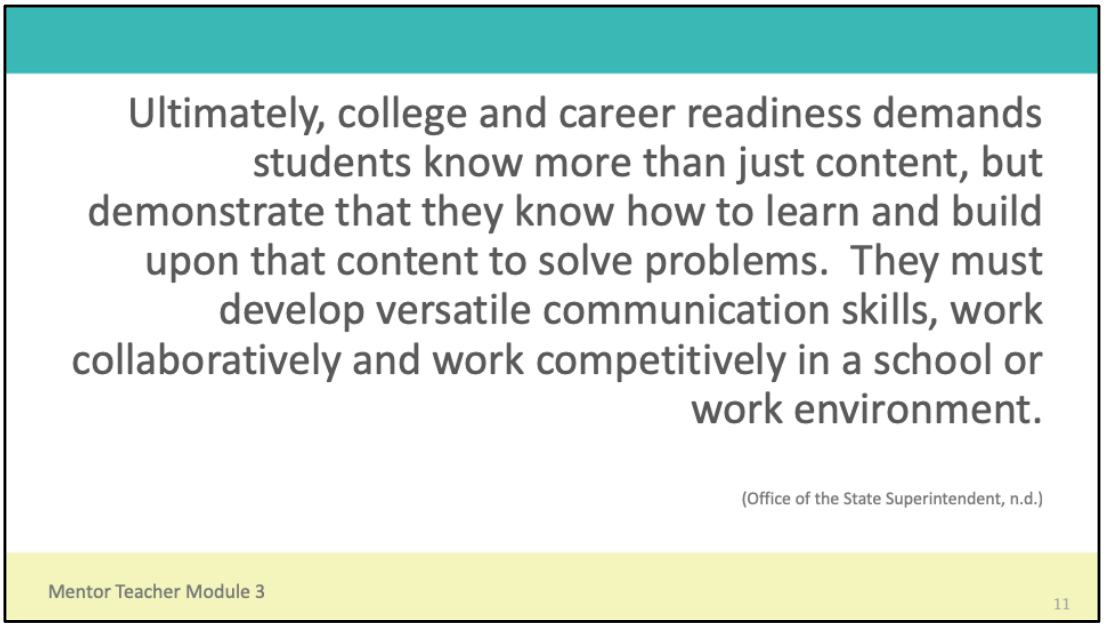
●***Critical Idea***

○This slide is an introductory slide for session 1.

●**Facilitator says:** Welcome to our first session focused on mathematics standards, the shifts, and how to implement the shifts. This content relates directly to the fourth goal about strengthening your content knowledge and content-specific pedagogy so that you can use that expertise to develop your mentee's teaching practice. As we noted in our first day, we will expand our understanding of both math and ELA curricula, the shifts in the standards, and what those shifts mean in instruction. This content is particularly important to you because it relates to the fourth goal of the Mentor Training course—deepening your own content knowledge and expanding your pedagogy so that you are able then to use that expertise to support your mentee's development. In addition, this content relates directly to one of the distinction criteria on mentoring demonstrating math content knowledge for elementary mentors. In that distinction criteria you will analyze math curriculum,

develop a plan for facilitating a lesson, and implement and evaluate the lesson. You may find more information about the specific of the distinction criteria on the Mentor Teacher LDOE website.

- Facilitator does: Transition to the next slide.



●**Duration: 2** minutes

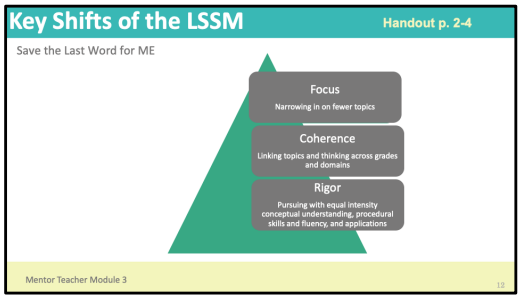
●***Critical idea***: The quote highlights that students' attainment of the LSSM is critical to becoming college and career ready. Students must develop strong problem-solving and communication skills in addition to understanding the content.

●**Facilitator says*:*** Silently read the quotation on the slide. As you read, make note of any words or phrases that resonate with you.

●**Facilitator does**: After participants have read the quote, ask 2 or 3 participants to share a phrase within the quote that stands out.

●**Facilitator says**: It is necessary to acknowledge that students' attainment of the LSSM is critical to becoming college and career ready. The quote highlights the point that we must teach students more than just the content, but they must have frequent opportunities to develop a diverse set of collaborative and problem-solving skills. As we continue through this session and future sessions this year, we will build on your understanding of how this will look in the classroom and the implications it will have on teaching and learning.

●***Words of Wisdom***
●Allowing participants to share their thoughts and reflections about learning provides the opportunity to find common thinking among our colleagues. This helps to build a stronger sense of community among participants.
●Take heed of comments about traditional mindsets of teaching and be prepared to address the comments throughout the rest of the module.



●**Duration:** 15 minutes

●***Critical Idea***
●The key shifts are what make the LSSM different from previous standards. These key shifts should guide decisions about teaching and learning.

●**Facilitator says:** The LSSM require shifts in educators' thinking for curriculum, instruction, and assessment to be aligned. The shifts are called out specifically in three areas. We will do a text protocol to clarify each of the three key shifts. Turn to p. 2.

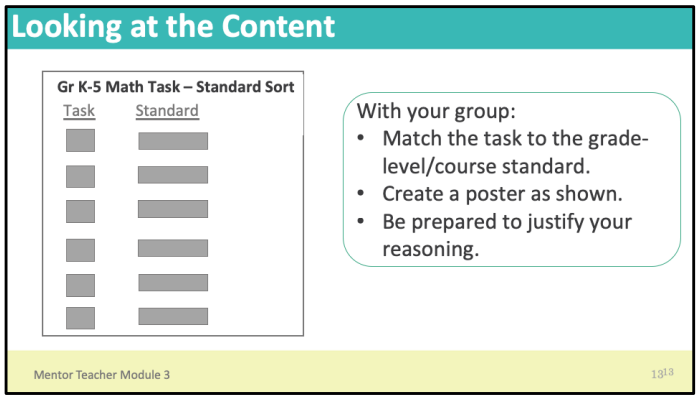
●**Facilitator does**:
- ○Divide participants into groups of 3. Assign:
- ○Tallest person to be responsible for focus.
- ○Middle-height person to be responsible for coherence.
- ○Shortest person to be responsible for rigor.
- ○Direct participants to follow **Save the Last Word for Me** text protocol on p. 2.
- ○Participants should do the text protocol in groups of 3 instead of 4 to study the three key shifts.
- ○When all groups are done send them back to their original groups then, animate the slide.

●**Facilitator says**: Here are definitions for each of the shifts. Do you see your discussion points on this slide?

- ○ Focus: This shift is about moving away from a mathematics curriculum that is a mile wide and an inch deep. Focus can inform educators on how to allocate their time, energy, and resources in the mathematics classroom because the standards call out the major work for each grade-level/course, making each grade/course unique.
- ○ Coherence: This shift is about moving away from teaching topics in isolation to the interconnectedness of mathematics and students making sense of the mathematics within a grade and across grades. This shift requires educators to move away from considering each standard as an isolated event.
- ○ Rigor: This shift is about moving away from a sole emphasis on procedures, conceptual understanding, or real-life situations, and gives equal value to all three aspects. This shift is not about giving students more or harder problems.
- ○ We will use these definitions to guide our learning in future sessions.

●***Words of Wisdom***

●A copy of this protocol can be found here:
http://www.nsrfharmony.org/system/files/protocols/save_last_word_0.pdf



●**Duration:** 12 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:**

●To make sense of the learning expectations of each grade-level and how students will be learning the mathematics content, we will spend the next few minutes analyzing sample problems pulled directly from the Problem Set component of your EngageNY lessons.

●**Facilitator does:** Pass out a sheet of chart paper and a card set for each group. (The card set is on handout **M1_CL-02 EngageNY Tasks — Standards Card Sort**. Prior to the session, a set of cards should be copied on cardstock, cut apart, and placed in a plastic bag for each group.)

●**Facilitator says:** Your group has a set of 12 cards.

- Six of the cards include an EngageNY math task, one for each of the grades K-5.
- The other six cards include the grade-level or course standard that the task is aligned to.
- You will notice that the grade-level and standard coding are not listed for each of the tasks.
- Your group's task is to read through each of the tasks and identify the standard the task is aligned to.
- As you read and discuss, think about how the task is aligned to the language of the standards.
- When your group has come to a consensus, place your cards on chart paper as shown on screen.
- Then, choose a representative from your group to share and justify your placement of the standards.

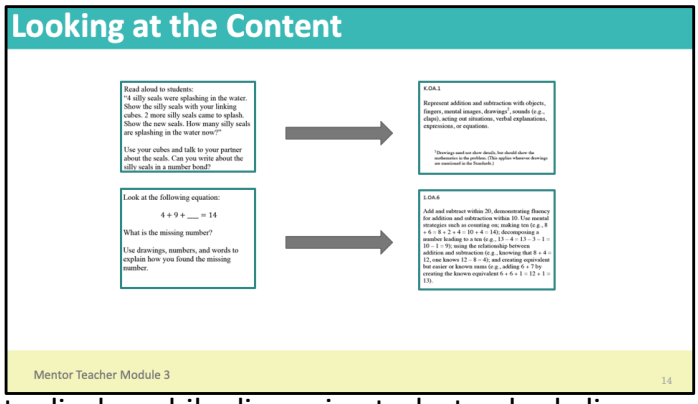
●**Facilitator does**: Allow 8 to 10 minutes for tables to discuss and create their posters.

●When groups have completed the task, debrief with a whole group discussion.

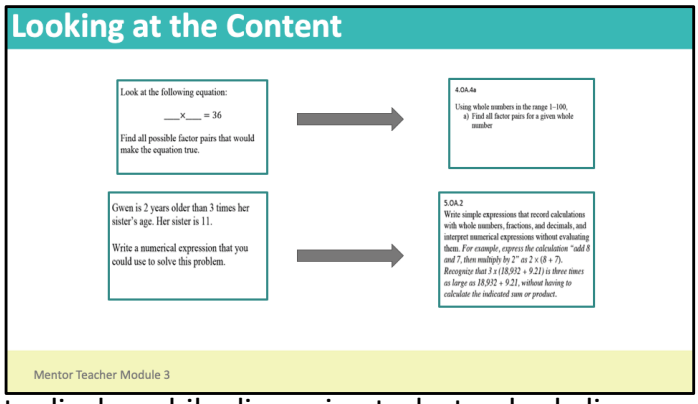
●F**acilitator says:** How did the language of the standards help you identify the match and place the tasks into a progression?

- Have representatives from each group share a few specific examples of language from the standards that helped them to determine their placement.

●**Facilitator does: Animate the slide** to reveal the actual order of the standards, from grades K-5. Move around groups, monitoring conversations, answering questions, and prompting discussions around the mathematics in the standards.



Slide added if needed to display while discussing task-standard alignment.



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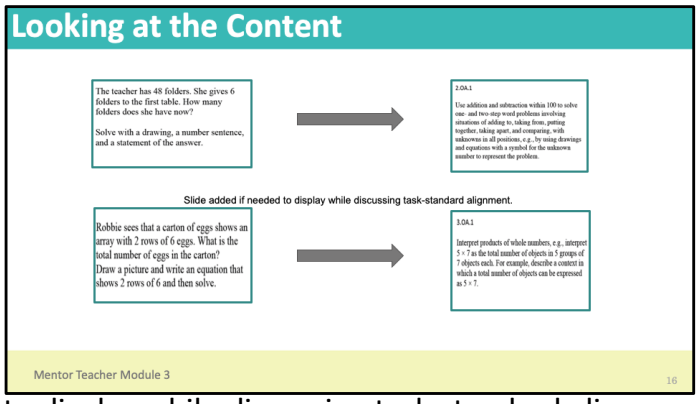
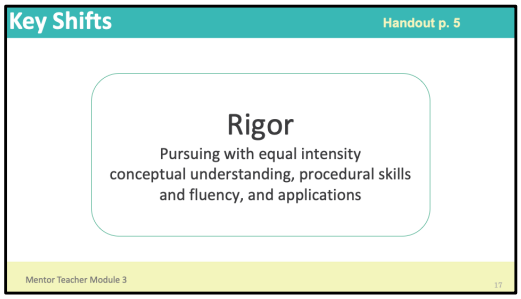


Slide added if needed to display while discussing task-standard alignment.

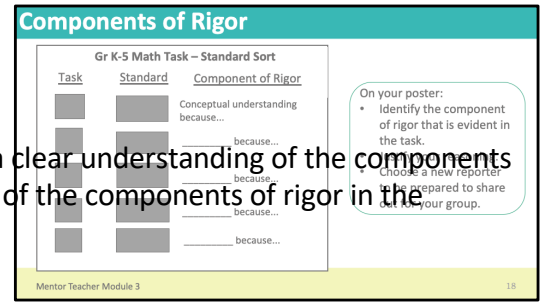


●**Duration:** 1 minute

●***Critical Idea***
●The key shifts are what make the LSSM different from previous standards. These key shifts should guide decisions about teaching and learning.

●**Facilitator says:** The K–12 LSSM lay the foundation that allows students to become mathematically proficient by focusing on the key shift of rigor. Rigor includes three areas: conceptual understanding, procedural skill and fluency, and application. For this next activity, please refer to the definition of the components of rigor on p. 4. Use these definitions to ground your discussion.

●***Words of Wisdom***
●It is critical that teachers use the definitions of the components of rigor from p. 4 to ground their conversation on the next slide.



●**Duration:** 12 minutes

●***Critical Idea***

●For instruction to be rigorous, teachers must have a clear understanding of the components of rigor. This activity allows teachers to identify each of the components of rigor in the EngageNY tasks sorted on slide 9.

●

●**Facilitator says:**

- As a group, revisit the tasks on your poster. For each of the tasks come to a consensus on the component(s) of rigor that is evident in the task. The directions for your team's work are on the slide.
- Identify the component of rigor you recognize in each task. Be sure to justify your reasoning.
- On your poster, choose a recorder to write whether you think the task requires conceptual understanding, procedural skill and fluency, and/or application AND provide justification. Use the definitions from pp. 5-6 to guide your discussion.
- It is important to note that application requires the other two components, thus it's not necessary to add them in addition to application if that's the primary component identified.
- Choose a new reporter to be prepared to share with the whole group when time is up.

●**Facilitator does**: Give participants 10 minutes to discuss in small groups.

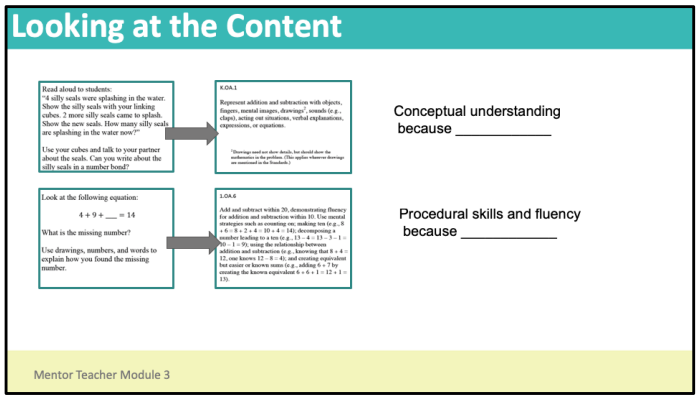
●[Note: Debrief the activity by asking the reporter of each group to share their thinking about one of the grade-levels. The first table group should begin with grade K, the next table group with grade 6, etc., until all four problems have been discussed.

●If it has not surfaced yet in conversation, summarize the debrief by reiterating the following:

- Each of the components of rigor is equally important to student mastery.
- Rigorous teaching in mathematics does not simply mean increasing the difficulty or complexity of practice problems.
- Incorporating rigor into classroom instruction and learning means exploring at a greater depth the standards and the ideas with which students are grappling.
- For instruction to be rigorous, teachers must have a clear understanding of the components of rigor and make connections to these components in the Tier 1 resources.
  - The element of rigor assigned to each standard is intended to help teachers understand how to facilitate the learning. For example, if the standard explicitly calls for conceptual understanding, then the focus of the instruction will be on building student understanding of how the math works with visual models. While, if the standard explicitly calls for procedural skills and fluency,

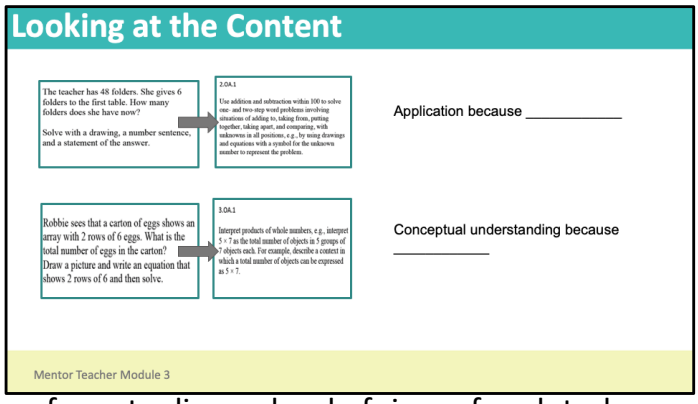
then the instruction may continue to make use of those visual models but should be pushing for students to transition into more efficient strategies.
○When working on a standard, a student may make use of more than one component of rigor to complete a task. For example, a student may use conceptual understanding in order to demonstrate their procedural skills and fluency with solving a problem.

●***Words of Wisdom***
●This activity is a great opportunity for teachers to make connections to the EngageNY resources. As you circulate around the room, make note of points of contention in small group discussions (regarding the key shifts) and be prepared to clarify misconceptions heard in the whole group debrief.



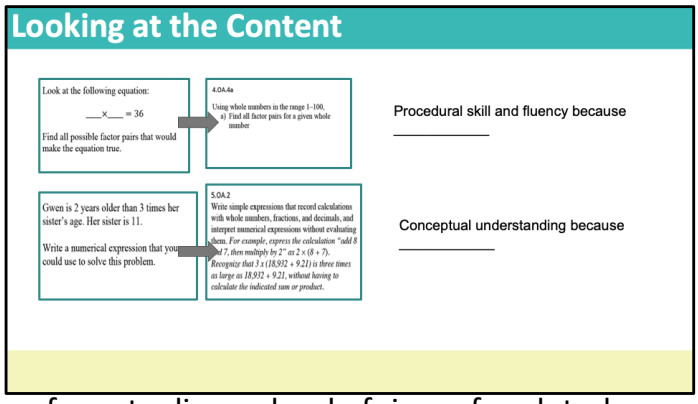
Slide added for audience focus to discuss level of rigor of each task.

Gather several responses and reasons before showing the level.



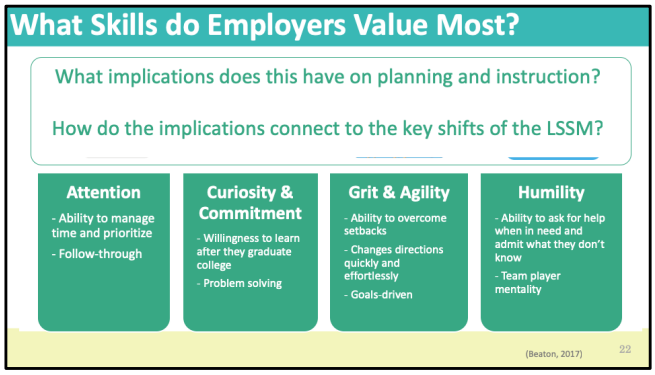
Slide added for audience focus to discuss level of rigor of each task.

Gather responses and reasons before showing the level.



Slide added for audience focus to discuss level of rigor of each task.

Gather responses and reasons before showing the level.



●**Duration:** 7 minutes

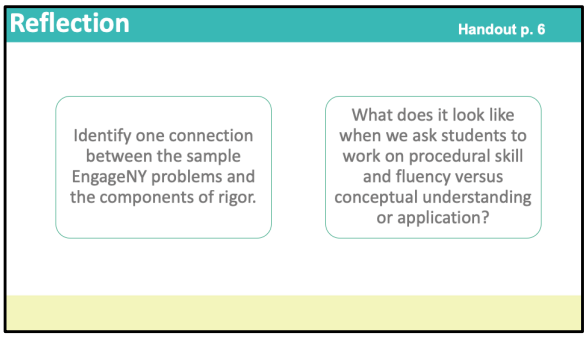
●***Critical Idea***
●In order to prepare students to be college and career ready, they must have ***regular*** opportunities in the classroom to develop a diverse set of skills including grit, humility, problem solving, and communication skills.

●**Facilitator says:** Recall the quote that we began this section with**.** The end of the quote says, *…demands students know more than just content, but demonstrate that they know how to learn and build upon that content to solve problems. They must develop versatile communication skills, work collaboratively, and work competitively in a school or work environment.*
●What skills do employers value most?

●**Facilitator does**: Leave slide with the opening graphic. Do not animate until directed. Prompt participants to talk with an elbow partner and brainstorm at least three skills they anticipate will be included on the list.
●After 3 minutes, call on 2 or 3 participants to share with the group one of the skills they brainstormed.
●Animate the slide to reveal the list of skills from *Forbes* magazine. If any skills on the list were not mentioned in discussion, ask participants to reflect on why the skills might have been included.
●Animate the slide. Ask participants to discuss with their same elbow partner the questions on the screen.

●**Facilitator says**:
- What implications does this have on planning and instruction?
- How do the implications connect to the key shifts of the LSSM?

●***Words of Wisdom***
●Giving participants time to brainstorm a list of skills with a partner will help generate a more meaningful conversation.



● **Duration:** 5 minutes

●***Critical Idea***

●Reflecting on our learning is important to solidifying understanding and making progress toward accomplishing the goals of the initiative.

●**Facilitator does:**

●Give participants 3 minutes to reflect on the questions. Participants should record their responses on p. 6.

●Once participants have completed their reflections, collect the papers to review after the session.

●Close the session by revisiting the goal of session 1.

●**Facilitator says**: The goal of session 1 was to define the key shifts in the standards, describe how these key shifts guide decisions about teaching and learning, and identify specific examples of how the components of rigor manifest in the EngageNY resources. We will build on this knowledge in session 2 when we explore the key shifts of focus and coherence.

●**Facilitator says**: If participants have any lingering questions after the session, direct them to place the questions on the Parking Lot poster before they leave the session. If necessary, address the questions in session 2.

●***Words of Wisdom***

●This is an opportunity for participants to share their learning from session 1.

●Again, if you perceive any resistance, the basic strategy is:

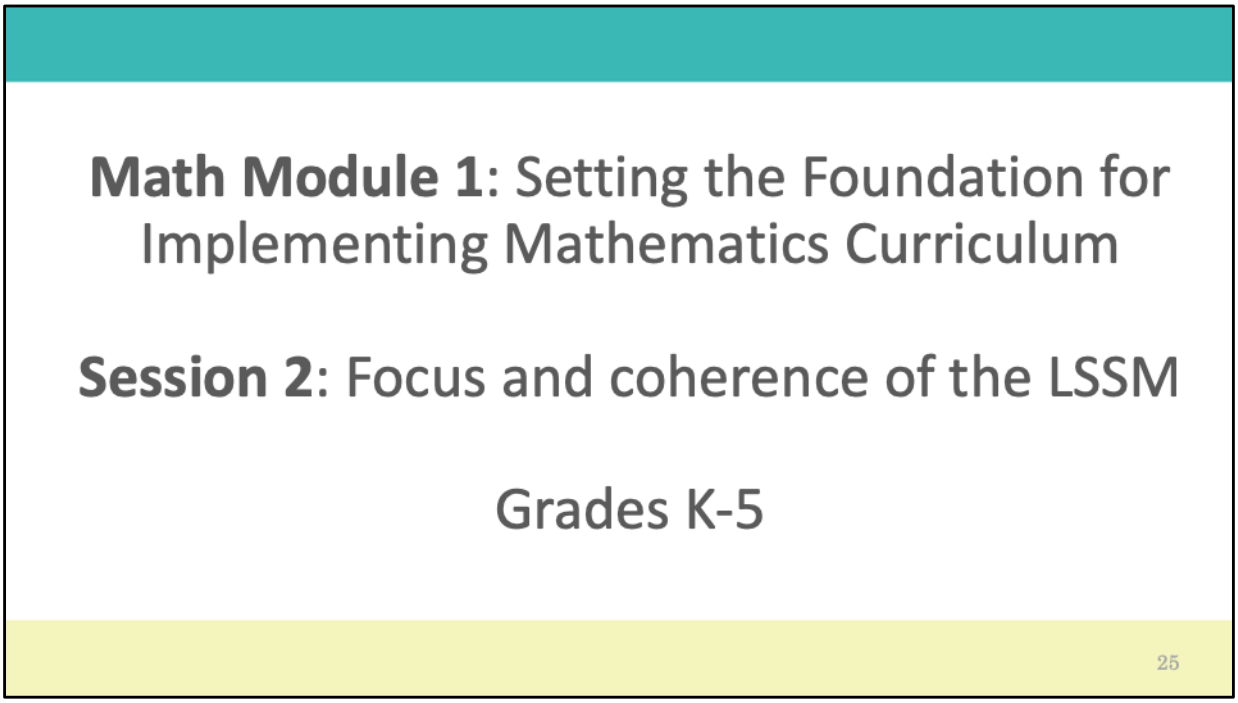
(1) acknowledge the resistance,

(2) honor and validate it with a reason or two,

(3) provide a rationale for engaging, and

(4) tie it to the work of the day.

BREAK!

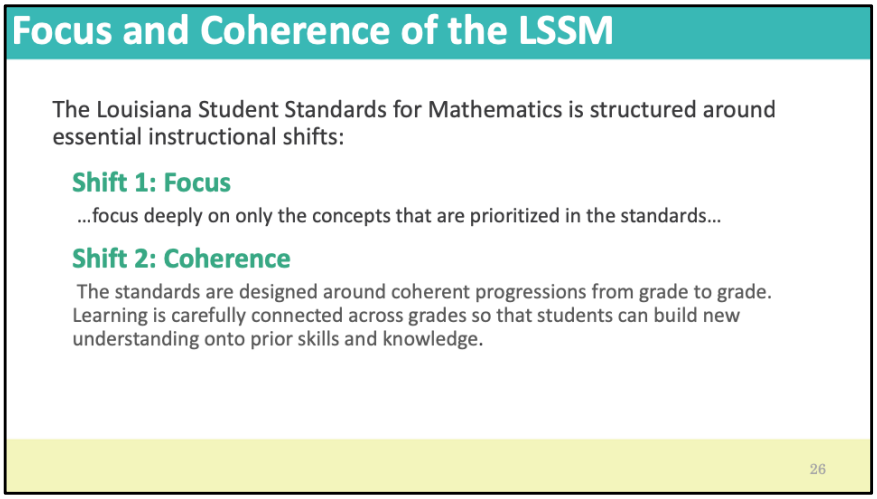


●**Duration:** 1 minute

●***Critical Idea***
●This slide is an introductory slide for session 2.

●**Facilitator says:** We will now begin session 2 and extend our learning about the shifts in mathematics. This focus relates specifically to the fourth overarching goal about strengthening your own content knowledge and pedagogy in order to develop your mentee's.

●***Words of Wisdom***
●For session 2, participants should be sitting in mixed-grade-level groups of 3 or 4. You may choose to switch up the groups or keep them in the same triads they worked in session 2.



●**Duration:** 3 minutes

●***Critical Idea***
●The key shifts are what make the LSSM different from previous standards. These key shifts should guide decisions about teaching and learning.

●**Facilitator says:**
- In the previous session, we introduced the three key shifts of the LSSM and closely examined the key shift of rigor. For this session, we are going to explore how the other two shifts of focus and coherence play a significant role in implementing the LSSM.

●**Facilitator does**: Animate the slide.

●**Facilitator says:**
- When referring to the focus of the standards, we are making reference to how the standards focus deeply on concepts that are prioritized in the standards.
- The Louisiana Student Standards for Mathematics are manageable with fewer standards than before, and clearly state what is expected of the students at each grade-level.

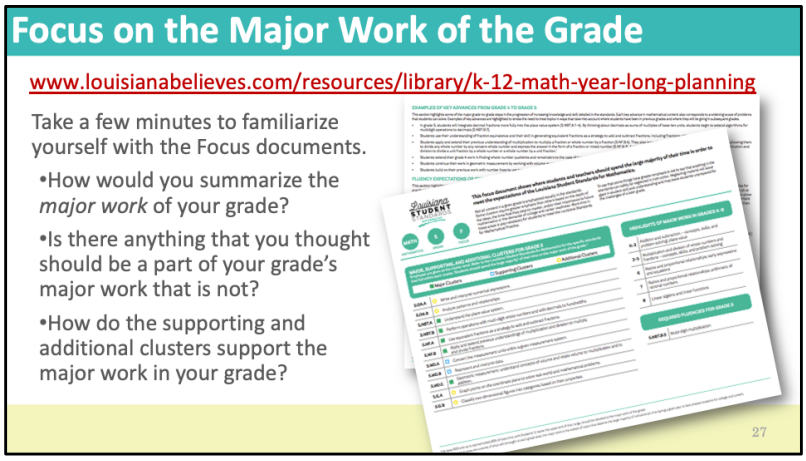
●**Facilitator does**: Animate the slide.

●**Facilitator says:**
- Coherence is about making the math make sense. This is accomplished in two ways.
- First, you will see coherence across grades as the standards direct us to have students apply learning from a previous grade to learn a new topic.
- Second, you will also see coherence within a grade in the standards as they direct us to reinforce a major topic in a grade by utilizing a supporting topic.

●**Facilitator does**: Animate the slide.

●**Facilitator says:**
- Let's begin by taking a closer look at the key shift of focus.

●***Words of Wisdom***
●Keep this slide simple and brief.



●**Duration:** 10 minutes

●***Critical Idea***
●The LSSM focus deeply on concepts prioritized by the major work of the grade-level/course.
●
●**Facilitator does:** Have participants select their grade-level Focus documents from https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning, or have the documents printed for each person prior to the session.

●**Facilitator says**:
- The front of this document shows the domains and cluster headings for your specific grade-level.
- You will see that some of the cluster headings are marked with green squares. These indicate the major clusters for this grade and are the main focus of the grade.
- The other content listed here, the supporting clusters (blue squares) and the additional clusters (yellow circles), are also important. All standards should be covered for a grade-level; these supporting and additional clusters are just standards that support the learning of the main focus of the grade.
- The green squares represent concepts students MUST leave their grade knowing. Without a solid foundation of these ideas, they will be set up for failure as they continue

through the years.
  - You will notice in a footnote at the bottom of the page a statement that says 65 to 85 percent of class time should be devoted to the major work of the grade.

●**Facilitator does**: Animate the slide.

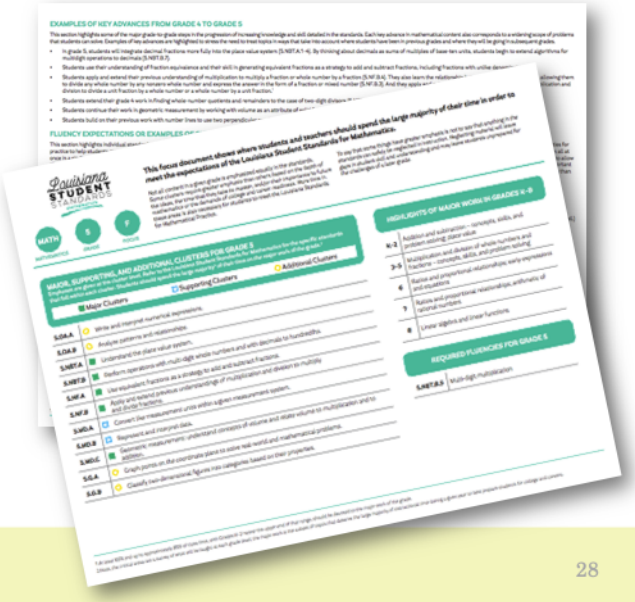
●**Facilitator says:** Take a few minutes to explore and familiarize yourself with this document. When you have had a chance to read over it, have a conversation with your group around these questions.

●**Facilitator does**: Allow 5 minutes for participants to read and discuss the questions. Have several participants share responses to the questions.

●***Words of Wisdom***
●Major work for a grade-level should be a summary that encompasses all of the major clusters. The supporting clusters should be presented in the context of the major work.

Focus on the Major Work of the Grade

- What additional information can be found on this document and why is it important?



28

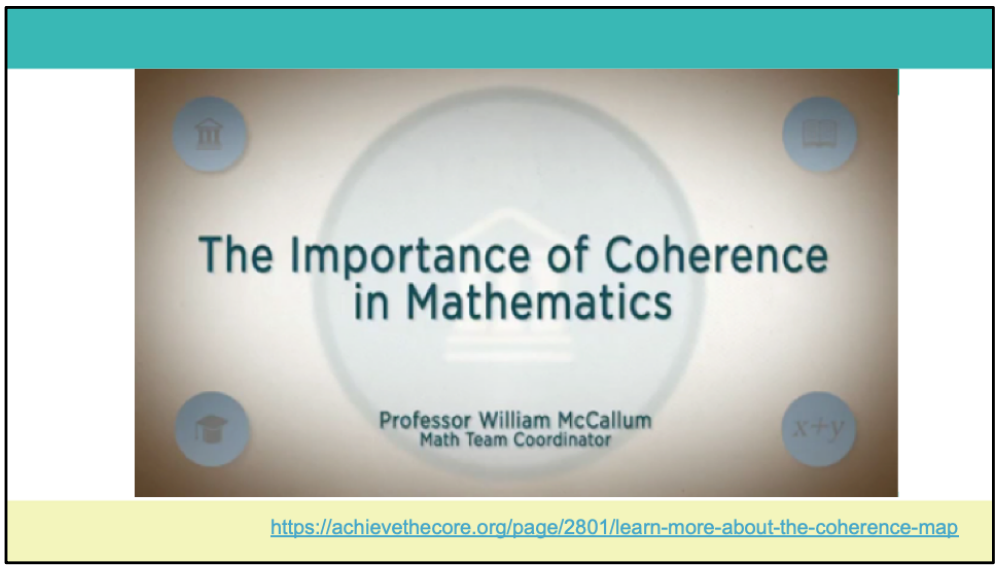
●**Duration:** 7 minutes

●***Critical Idea***
●The LSSM focus deeply on concepts prioritized by the major work of the grade-level/course.

●**Facilitator says:**
- This document includes important information in addition to the major focus of the grade-level.
- Take a minute to examine the additional information that is provided for you on the back of this document and discuss with your group why this information is important for your grade-level.

●**Facilitator does**:
- Allow 5 minutes for participants to read and discuss the additional information found on the back of the document.
- Choose several participants to share key findings and describe the importance of each.

●***Words of Wisdom***
●Make sure the participants notice the Examples of Key Advances from the previous grade as well as the Fluency Expectations.



●**Duration:** 12 minutes

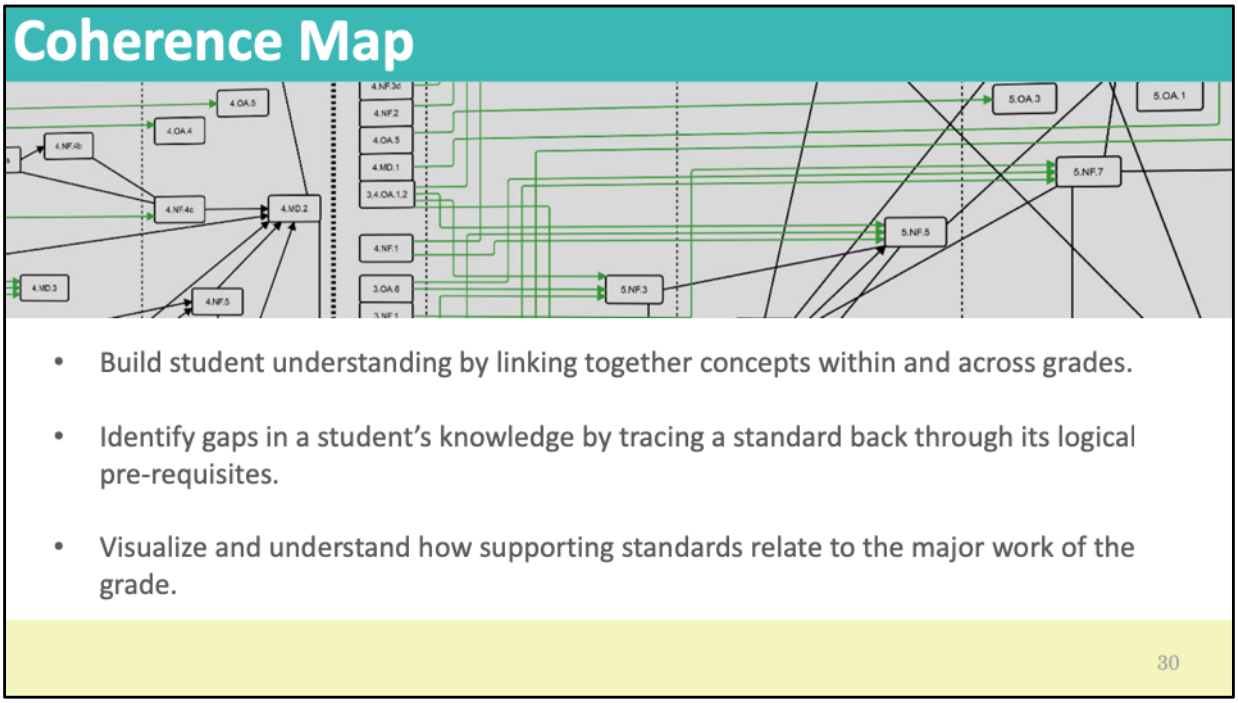
●***Critical Idea***
●Coherence in mathematics is identifying how ideas logically flow from previous understandings to higher-order structures.

●**Facilitator says:**
- The standards are related to one another in a variety of ways. One way is the relationship you just explored, where standards within a grade-level address or support the major work for that grade.
- Another way that standards relate is across grade-levels. You can see the coherence across the grades as you see how the students apply learning from the previous grade to learn a new topic. **In other words, we want to understand how does what you teach your students in any one school year influence their success in subsequent years.**
- We are going to watch a short video with one of the lead writers of the Common Core standards, William McCallum. In this video, he explains the importance of connections within mathematics and the value of students understanding the structure and coherence of the subject.
- As you watch the video, I would like for you to think about two or three key takeaways from what you hear about coherence. Be ready to share these takeaways with your group when the video is over.

●**Facilitator does**:
●Play video on slide 17 (also located here: https://vimeo.com/81639437) [5-minute video].
●Once video is complete, allow no more than 5 minutes for participants to share with their group their key takeaways from the video.
●Have several participants share one takeaway they discussed in their small group.
●Possible responses:
- Students don't see the connections in math even though they have memorized steps

and procedures.

- In math, different ideas later become unified.
- Standards are not intended to be a list of discrete bullets.



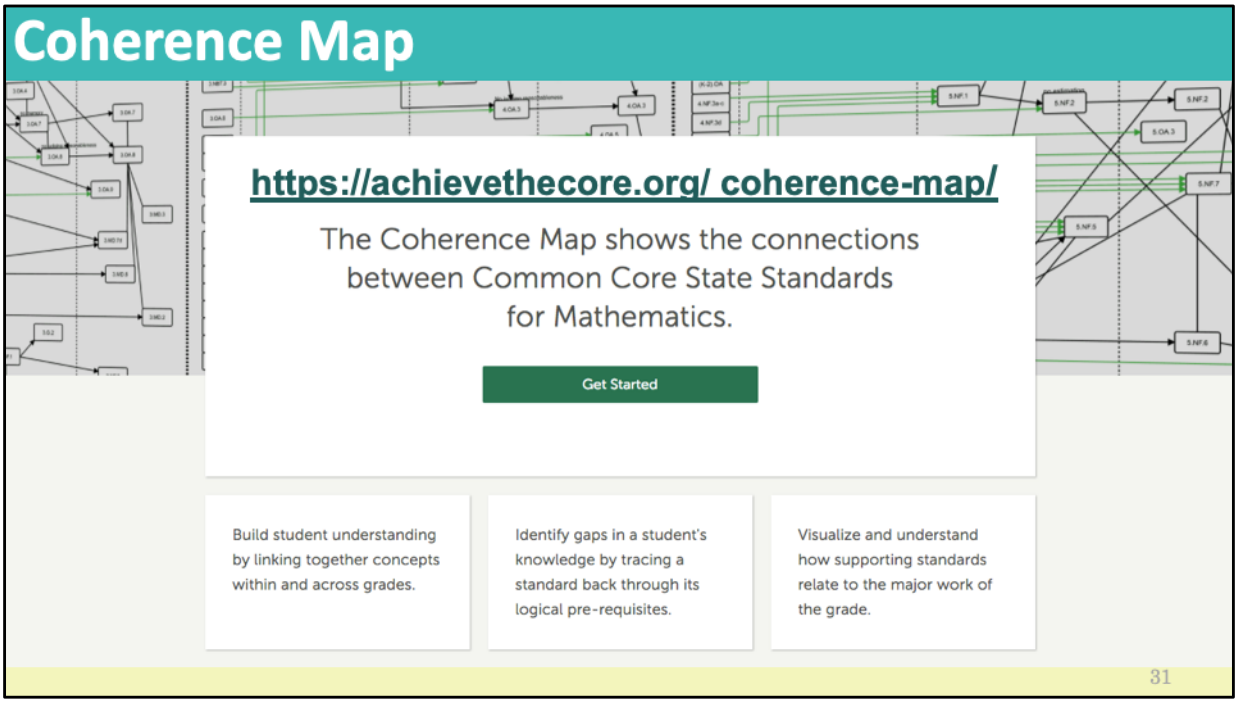
●**Duration**: 3 minutes

●***Critical Idea***
●Slides 28-33 guide participants through how to use the Coherence Map.

●**Facilitator says**:
- ○ The Coherence Map is an interactive website that illustrates the coherent structure of the standards for mathematics K–8. This site provides one representation of how the standards are connected to each other, and is derived from the wiring diagram you see in this image.
- ○ The Coherence Map can be used to: [**Note: Animate each point**.]
  - ■ Build student understanding by linking together concepts within and across grades.
  - ■ Identify gaps in a student's knowledge by tracing a standard back through its logical prerequisites.
  - ■ Visualize and understand how supporting standards relate to the major work of the grade.

●***Words of Wisdom***

●It is important to clarify that the Coherence Maps were created for the CCSSM, not the LSSM. Acknowledge that this is not overly problematic, but there exist cases where this is problematic.

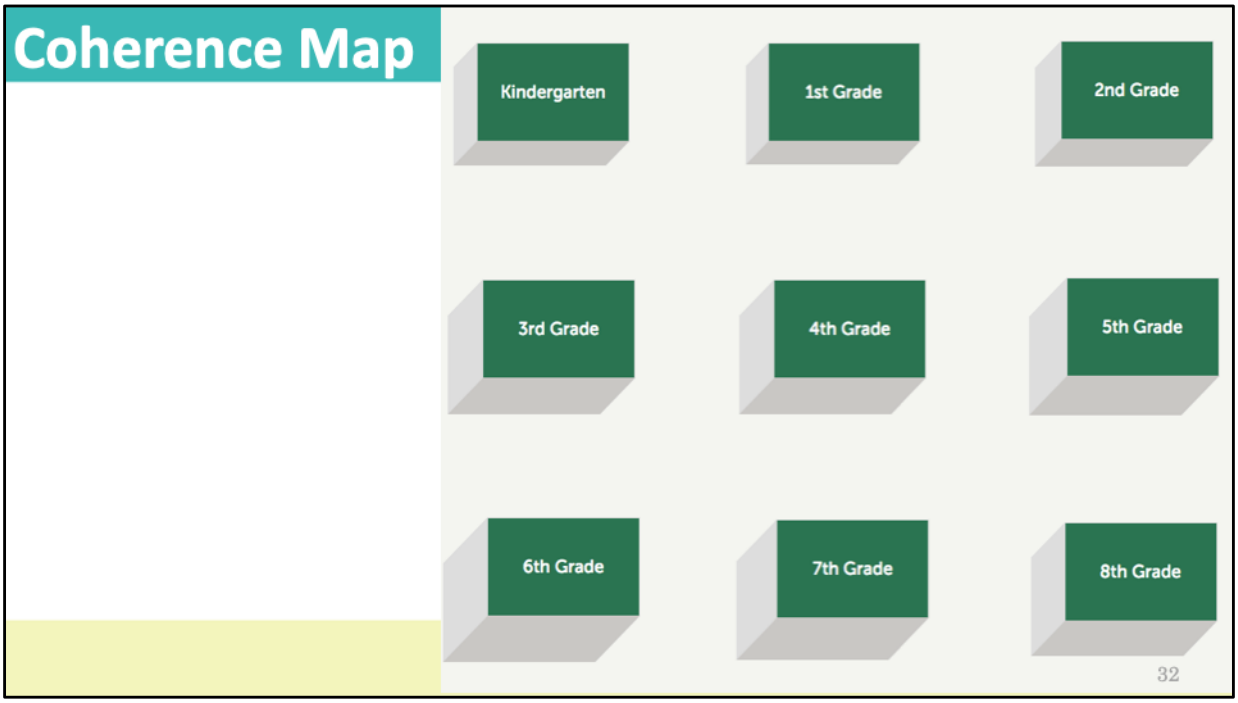


●**Duration:** 2 minutes

●***Critical Idea***
●Slides 28–33 guide participants through how to use the Coherence Map.

●**Facilitator does:** Provide participants with the link to the Coherence Map (https://achievethecore.org/coherence-map/) and invite them to follow along as you guide them through how to use/navigate the site.

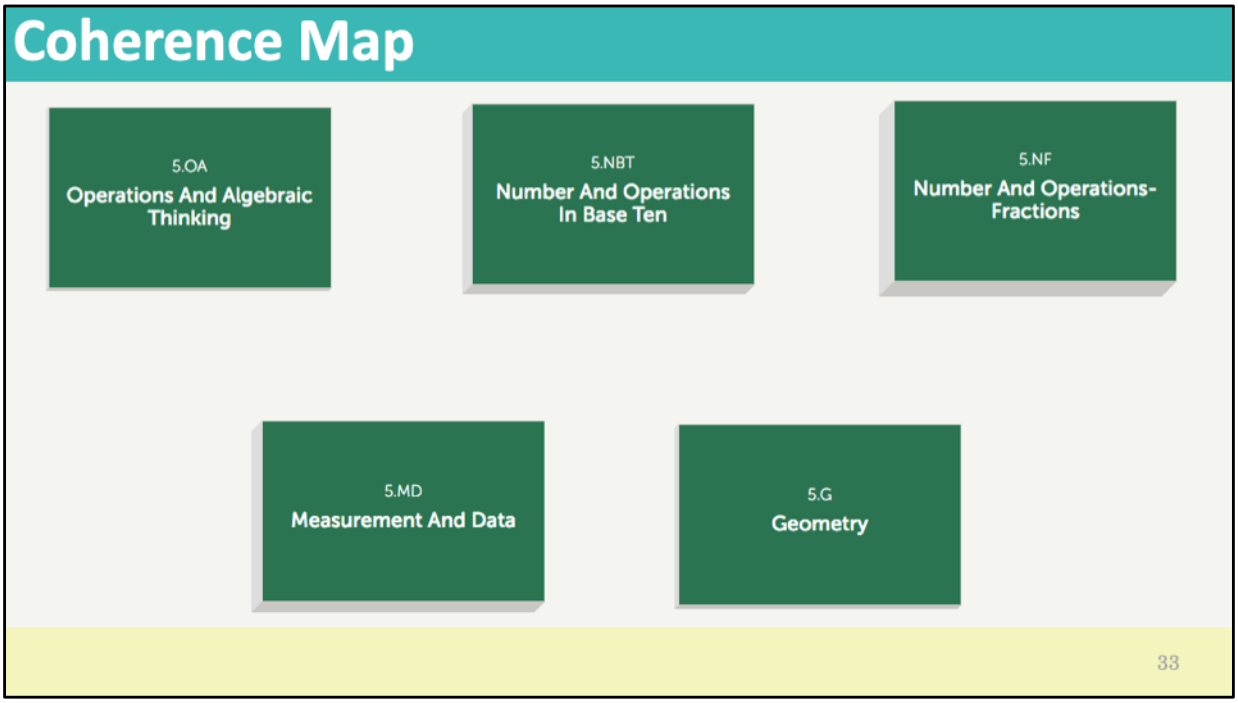
●**Facilitator says**: When you arrive at the opening page for the Coherence Map, you will notice the same statements that we just discussed listed here as a reminder. You will begin exploring the Coherence Map by clicking on the 'Get Started' button in the center of the screen.



- **Duration:** 1 minute

- ***Critical Idea***
- Slides 28–33 guide participants through how to use the Coherence Map.

- **Facilitator says:**
    - The standards in the Map are organized by grade.
    - Select the grade you wish to explore on this page.

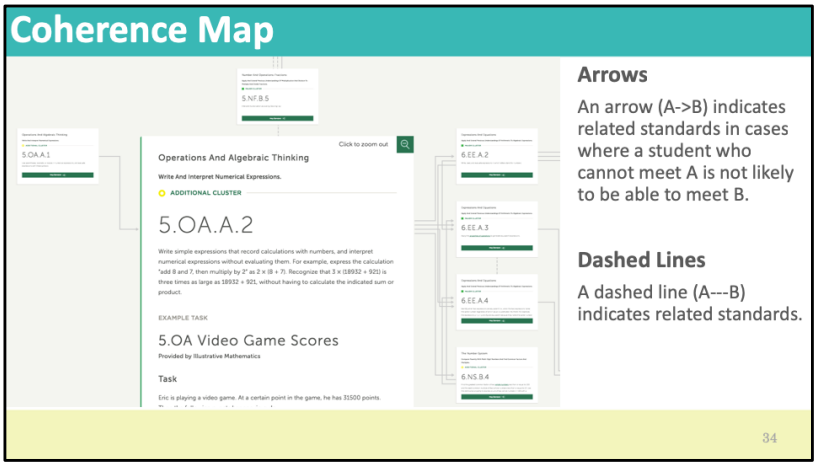


●**Duration:** 1 minute

●***Critical Idea***
●Slides 28–33 guide participants through how to use the Coherence Map.

Facilitator says:

- Once you have selected your grade-level, the standards within that grade are organized by domain.
- Select the domain 'Operations and Algebraic Thinking.'



●**Duration:** 5 minutes

●***Critical Idea***
●Slides 28–33 guide participants through how to use the Coherence Map.

●**Facilitator says**:
- Now you will see a list of all the standards falling under that domain for your grade-level.
- They are organized by cluster and are in order by their standard number.

●**Facilitator does**: Animate the slide.

●**Facilitator says**:
- When you click on the 'Map Standard' button for a standard, it will open up a wire diagram showing all the related standards for this standard.

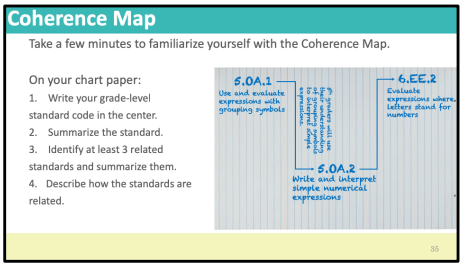
●**Facilitator does**: Animate the slide.

●**Facilitator says**:
- To read this diagram, the arrows indicate related standards in cases where a student who cannot meet A is not likely to be able to meet B.
- So in this example on the screen, if a student has not had experience with standard 5.OA.A.1, then they are unlikely to be successful with 5.OA.A.2.
- The same could be said for the other side: if a student does not get sufficient experience with the selected standard of 5.OA.A.2, then they are unlikely to be successful with any of these related 6th grade standards in the following year.
- You should know that sometimes the prerequisite standards identified on the map are from a previous grade-level, but sometimes there are prerequisite standards within the same grade-level as well, as you see here.

●**Facilitator does**: Animate the slide.

●**Facilitator says**:
- The dashed lines that appear on the map represent related standards that are not

necessarily intended to come before or after, but can be taught as support concurrently with the selected standard.



●**Duration:** 20 minutes

●***Critical Idea***

●To plan for remediation, it is critical that teachers understand how standards are related.

●**Facilitator says:**

- Take a few minutes to explore the Coherence Map and familiarize yourself with its structure.

Facilitator does:

- Allow no more than 5 minutes for participants to explore the Coherence Maps. While participants are exploring, pass out chart paper and markers.
- Ask 1 or 2 participants to share an observation about the Coherence Maps.
  - If it hasn't surfaced already, acknowledge that only grades K–8 have active Coherence Maps. Student Achievement Partners will publish high school maps in the future. Until then, teachers will use the Louisiana Algebra I Remediation Guide to support exploration of standards.

●**Facilitator says:**

- For this activity, we will explore the coherence of the standards we used in session 1 for the rigor card sort activity.
- Locate your grade-level's standard from session 1 and find that standard on the site.

●**Facilitator does**: Animate the slide.

●**Facilitator says**: I am going to explain what you will do for the rest of this activity before I release you to work with your groups.

●**Facilitator does**: Animate the slide.

●**Facilitator says:** First, on your chart paper, you are going to write the grade-level standard code in the center.

●**Facilitator does**: Animate the slide.

●**Facilitator says**: Then, you will work with your group to summarize the main focus of that standard.

●F**acilitator does**: Animate the slide.

●**Facilitator says:** Next, using the Coherence Map, you will identify at least three related standards and summarize them. Try to place them in similar locations on your chart as they are on the Coherence Map. Don't forget to draw the arrows or dashed lines to show the relationship.

●**Facilitator does**: Animate the slide.

●**Facilitator says**:

- Finally, you will work with your group to discuss how the standards are related and write a description of that relationship near the arrows. For example, in this visual, students will use what they learned about evaluating expressions with grouping symbols in 5.OA.1 to write and interpret simple numerical expressions in 5.OA.2.
- Are there any questions about what you are going to do?

●Answer any clarifying questions.

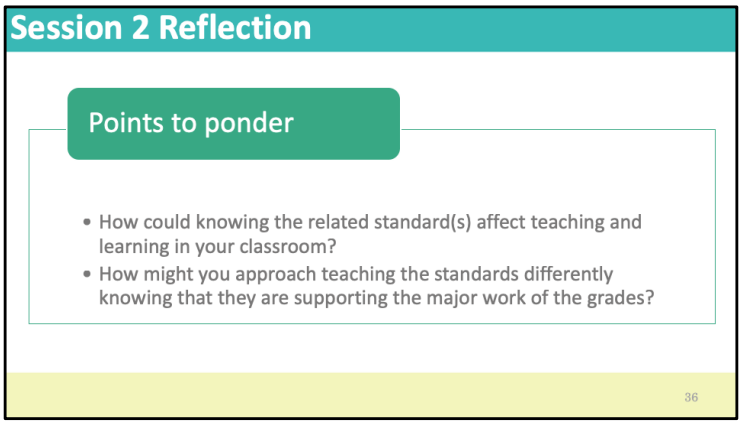
●Before releasing them to work, say:

- Remember the most important part of this activity is the conversation around the relationships of the standards. Don't rush this conversation; take your time to discuss how standards are related and why that is important.

●**Facilitator does**: Allow 20 minutes for the participants to complete this activity.

●***Words of Wisdom***

- Algebra teachers will use the Louisiana Algebra I Remediation Guide to identify previous grade standards to explore on the Coherence Maps.
- Don't rush this conversation. It is crucial for teachers to see the relationships between the standards in order to make adjustments for remediation and to identify gaps in learning.



●**Duration:** 10 minutes

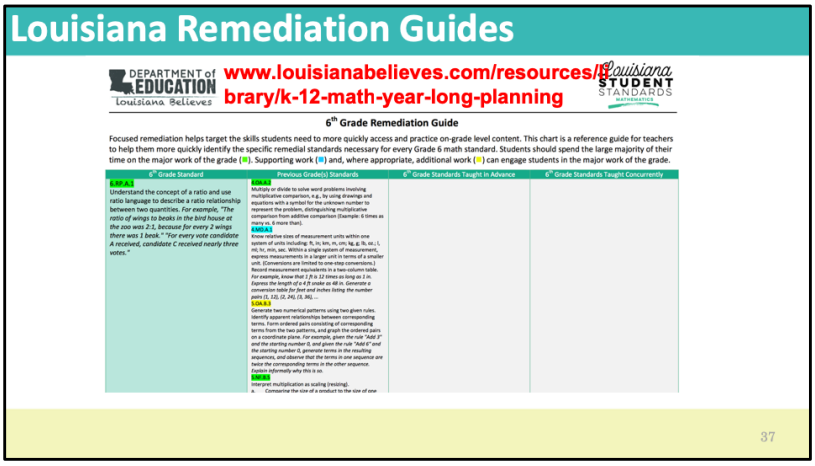
●***Critical Idea***
●To plan for remediation, it is critical that teachers understand how standards are related.

●**Facilitator says:** Take a moment and do some personal reflection on what we just learned in session 2. As you think about the answers to these questions, write your thoughts down on a post-it note.

●**Facilitator does**: Wait no more than 2 minutes for participants to reflect quietly.

●**Facilitator says**: Locate someone in the room you haven't talked to today. Take your post-it note with you and share your thinking around these questions.

●Facilitator does:
●Allow 5 minutes for participants to find a new partner and share their reflections.
●Have several participants share what they discussed.
●Tell participants to return to their original seats.



●**Duration:** 10 minutes

●***Critical Idea***
●To plan for remediation, it is critical that teachers understand how standards are related.

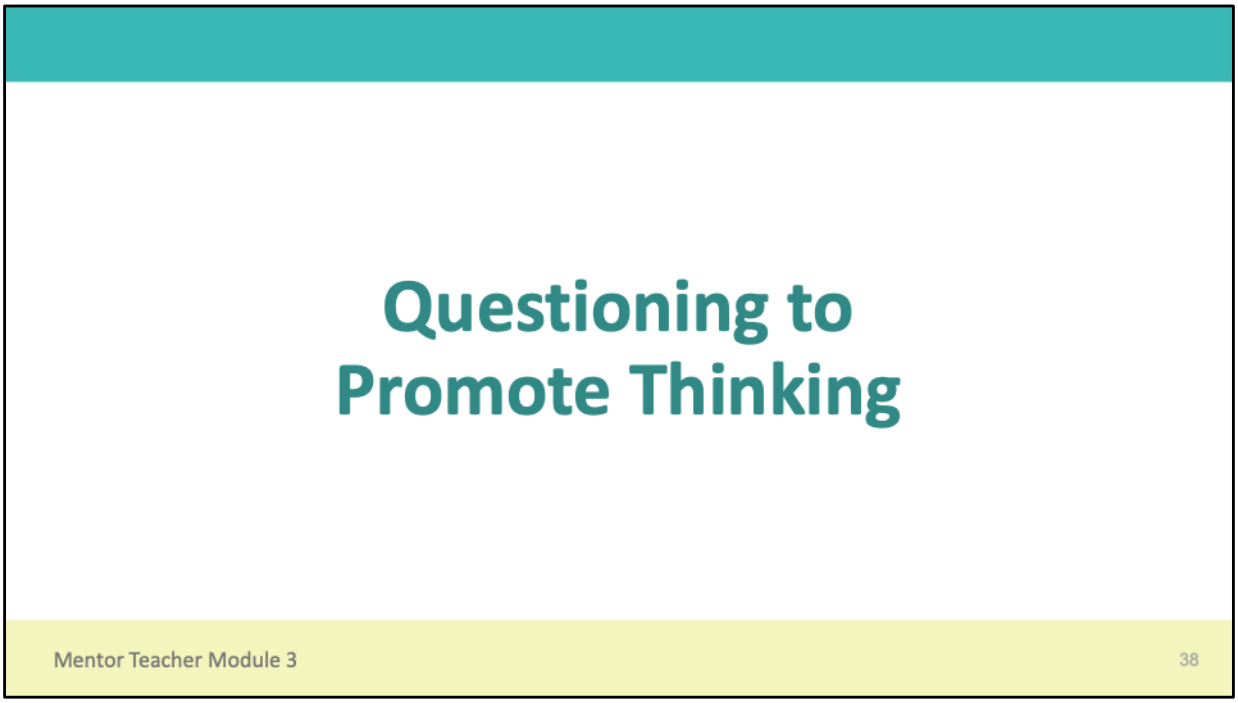
●**Facilitator says:**
- ○ On the Louisiana Believes site, there is a resource called a 'Remediation Guide.'
- ○ Take a look at some of the information this document provides for you.

●[Note: Participants can either navigate to the document on their laptops (https://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning) or just look at the example on the slide.]

●**Facilitator says**: Have a quick discussion at your table groups. What information does this document provide for you? How does this information relate to what we just learned? How will this document be helpful for you when planning?

●**Facilitator does**: Allow no more than 5 minutes for participants to discuss, and then have a few participants share. Possible responses:

- ○ The Remediation Guide connects our grade-level standards to any related standards, whether it be from a previous grade-level, the same grade-level that should be taught in advance, or from the same grade-level that can be taught concurrently.
- ○ It also shows the color coding for which standards are part of the major work or supporting the major work.
- ○ This is similar to the Coherence Map in that it shows me the related standards for my grade-level (though it doesn't show the related standards for the next grade-level).
- ○ This document can help when planning around gaps in student learning by showing me what prerequisite standards to refer back to for support.



●**Duration**: I minute

●**Facilitator says**: We are going to take a few minutes to look at another communication skill mentors use **to promote mentee reflection-**-questioning. Mentors will used questioning skills not only as teachers to support student learning, but they will also use questioning skills in coaching mentees. Our focus is specifically on questioning that promotes deeps thinking, the kind that develops a mentee's capacity to engage in continuous self-analysis and reflection. **Questioning is a skill that mentors use specifically in planning and reflection conversations. Questioning is particularly useful in those one-to-one debriefs that mentors have with teachers and may, for example help mentors explore what mentees know about the key shifts in math.** Like the two previous skills we studied, listening and paraphrasing, you already know quite a bit about effective questions. We want your questions to promote deep thinking and reflection on the part of mentees. These types of questions are more to promote metacognition and less to promote recall or information exchange. As such they are often not a part of how we use questions in our normal communication, yet they are significant in promoting both a mentee's growth and development, but also in helping a mentee learn how to engage in

reflection and analysis on his or her practice.

Questioning to Promote Thinking

- Write five questions on an index card about something you have learned today **about the key shifts in math**.
- Hand your index card to a partner in a different team.

Mentor Teacher Module 3 39

●**Duration**: 4 minutes

●**Facilitator says**: Take a few minutes to write five questions on an index card about something that you learned today **about the key shifts in math**. Feel free to look back at your materials. Write questions that you think are thought provoking. When you finish your questions exchange index cards with a partner on a different learning team. Keep your partner's questions visible.

Questioning to Promote Thinking

With your partner's questions:

- Review your partner's questions using the criteria and mistakes on p. 7 as a guide to select the most powerful question of the five.
- Explain to your partner the reasons you selected the one you did as the most powerful using the criteria.
- Turn one question you did not select into a powerful question.

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●**Duration**: 5 minutes

●**Facilitator says**: On p. 7 of your packet is a list of characteristics of powerful questions. When we say powerful questions, we mean ones that shift how someone thinks, changing perspective, introducing something a person hasn't thought about previously. There are often visible signals that a question is powerful. People might respond to such a question by saying, "Wow, I haven't thought of that before." 'I am not sure I know how to answer that question." "That's a great question."

●Questions that promote questions are ones that the asker can't answer and sometimes the answerer must take some time to construct a response. This means that there is often silence between the asking and answering. Silence is a hard part of an exchange, yet it is in this silence that deep thinking can occur. When the asker allows the answerer to have think time, the quality of the response is improved and the likelihood that there is cognitive shifting occurring increases.

●Let's take a look at the criteria on p. 7. Each is a guide to promoting deep thinking. [Note: Comment on a few of the characteristics such as the more we ask powerful

questions, the more likely they will become routine in our practice ad shift the culture to deeper reflection about our practice. Or, inquiring from multiple perspectives expands the way a mentee views a situation and models the importance of seeing every situation from multiple perspectives.

●Now take a look at your partner's questions and note which one you believe is the most powerful question and use the criteria to explain why to your partner. Together then, take on of the questions that you did not select and revise it so that it is a powerful questions. Reciprocate. After you look at one partner's questions, repeat the process for the other partners.

Mistakes in Asking Questions

Look at the common mistakes often made when asking questions (p. 7).

Note any that apply to your partner's questions.

Write three questions on your card that might promote a mentee's thinking about the key shifts in math.

Mentor Teacher Module 3 41

●Duration: 7 minutes

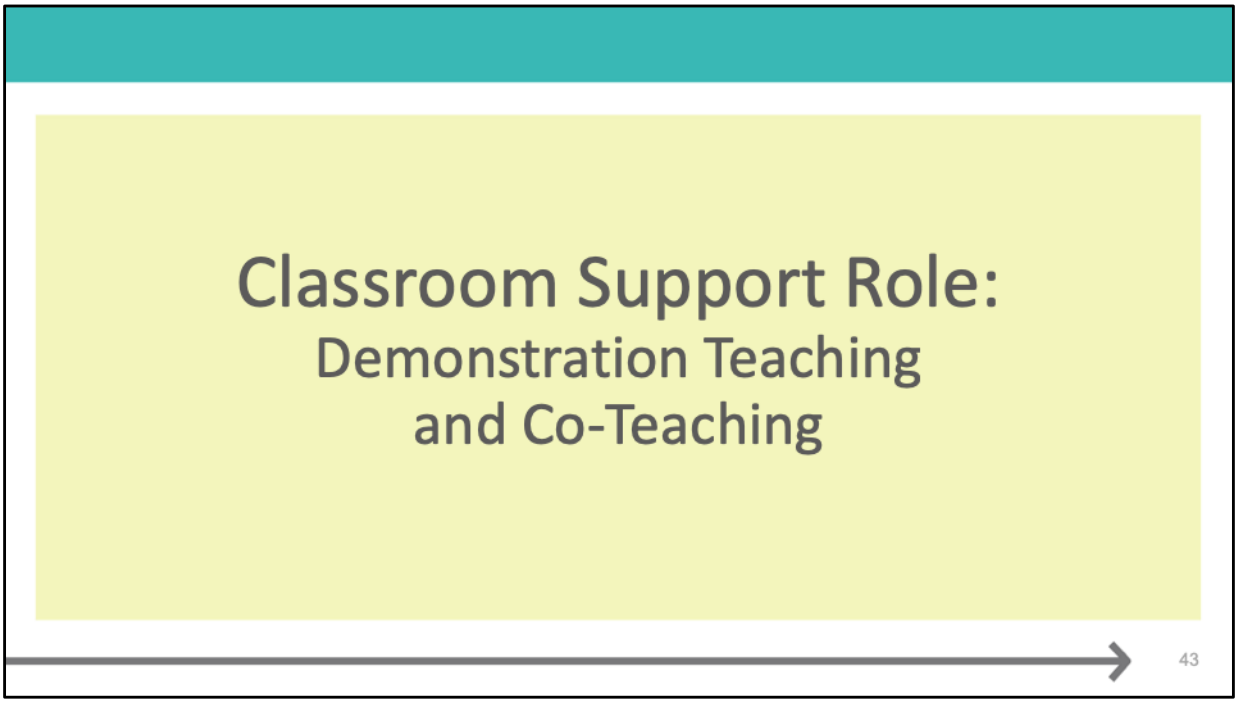
●**Facilitator says**: Now let's look at the mistakes people commonly make when asking questions in the act of coaching. You'll see those on p. 7. Look at your partner's questions for any examples of these mistakes. You might not find any or you may find a few. Some occur not in the form of the question, but rather in the asking of the question such as mistakes #8 and #10. Together with your partner note if you see any examples of these mistakes in either set of your questions. Be sure you both understand the reason for noting the presence of any mistake.

●**Facilitator does**: Give participants four minutes. Ask for a few examples of mistakes. Animate slide when time is up for the next direction.

●**Facilitator says**: Before we switch gears, grab you index card back from your partner. On the reverse side, write three examples of **powerful questions that might promote your mentee's thinking about the key shifts in math**.

LUNCH

- 45 min.



●**Duration**: 30 seconds

●**Facilitator says**: We are going to look at two distinct parts of the classroom supporter role, demonstration teaching and co-teaching. Each are supports mentors frequently use to develop mentee capacity.

Demonstration Teaching

Plan and implement demonstration teaching as a coaching support

44

●**Duration**: 1 minute

●**Facilitator says**: Mentors frequently use the role of classroom supporter to facilitate a mentee's growth and development. One part of that role is demonstration teaching, an often used support of mentees, especially early in their experience as mentees. Yet often the opportunities to learn from demonstration teaching are lost because some of its core elements are missing. We will explore the core elements of demonstration teaching and learn how to plan and implement demonstration as a support mentors provide mentees.

●At the top of p. 8 you'll see the guiding questions we will use as we talk about demonstration teaching as one way a classroom supporter helps a mentee grow and learn.

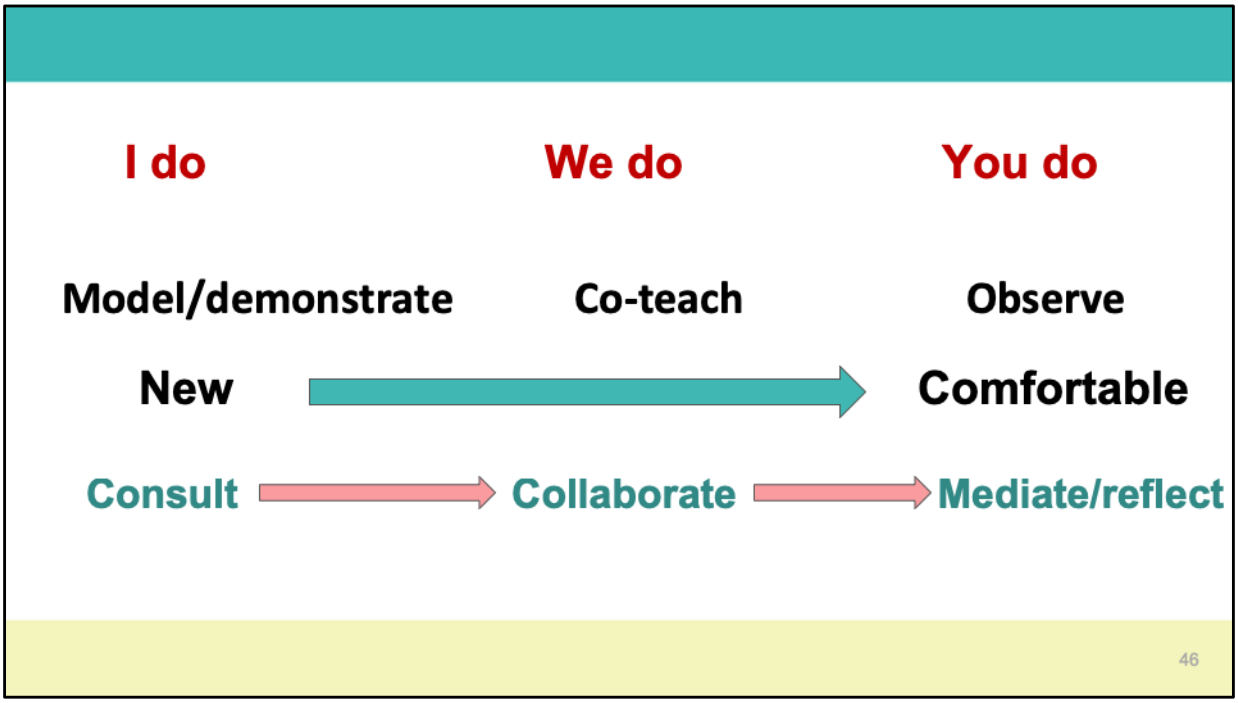
Guiding Questions

- What are the three types of supports a classroom supporter provides mentees?
- How does a mentor choose which type of support to use with a mentee?
- What are the essential components of a demonstration lesson?
- Where does the classroom supporter role fall within the mentoring cycle connect?

45

●Duration: 30 seconds

●Facilitator says: Here are the guiding questions for our deeper learning about the classroom support role, particularly demonstration teaching and co-teaching. We will spend more time on the latter and focus on another set of guiding questions specifically for that section. Essentially you will learn what the three parts of the role of classroom supporter are, when to use each, and how to implement a demonstration lesson. This role will be useful when you are helping a mentee learn how to implement the key shifts in mathematics.



●**Duration**: 10 minutes

●**Facilitator says**: In our last session we talked about the three part of a classroom supporter role– demonstration teaching, co-teaching, and observing with reflection conversations. Hopefully you are making progress on your reading assignment and have read the chapter on classroom supporter in *Taking the Lead*. Let's recall the mentor stances we discussed in the last session.

●Tell me something you remember about the continuum of mentor stances.

●**Facilitator does**: Select a few participants to speak to each stance. [Note: Consult=advice giving, directive, solution providing; Collaborating=partnership; working together as equals; mediate/reflect=promoting metacognition, self analysis, and reflection on practice by the mentee.] Animate the slide to show the three components of classroom supporter role.

●The diagram you see here and on the top of p. 10 parallels the mentors stances and conveys when mentors might choose to use each of the different parts of the

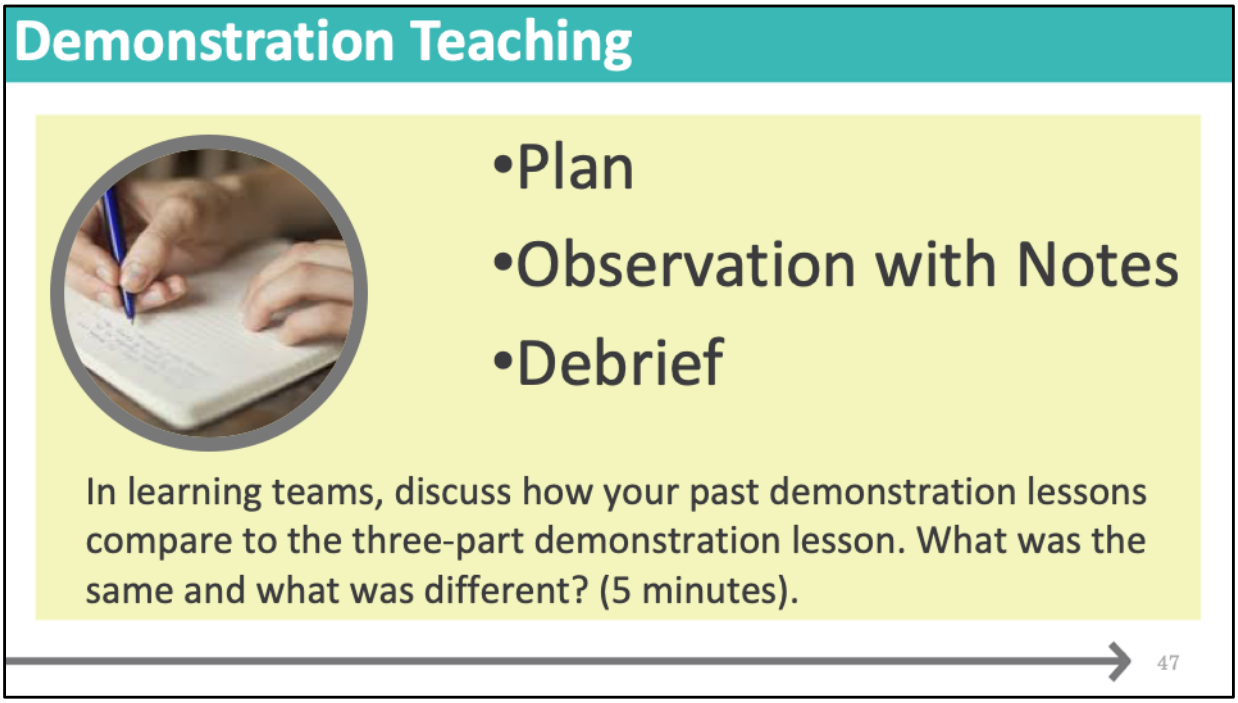
classroom supporter role. For example if content or content pedagogy is new to a mentee, the mentor may model or demonstrate the content or pedagogy. As the content or pedagogy become more familiar to the mentee, the mentor may progress along the continuum giving the mentee more autonomy.

●**Facilitator does**: Animate the slide-I do; we do; you do.

●**Facilitator says**: To bring this back around to what we learned about gradual release, each of the parts of the classroom supporter role acts like a form of gradual release.

●Work as a learning team. Use the table on p. 8 to jot notes about when to use each of the classroom supporter components and what the advantages and disadvantage might be.

●**Facilitator does**: Circulate and support participants. [Note: Some look-fors might include:
●Demonstration: Use when mentees are new and you want to familiarize them with your teaching style. An advantage is that thy know what is expected of them. A disadvantage might be that they believe they must do things as the mentor does and that they always look to the mentor to tell them how to do things.
●Co-teaching: Use when the mentee is ready to practice in small segments with support. An advantage is that the mentee will have your immediate support should he or she need it and student learning is not likely to be negatively impacted. A disadvantage might be that the mentee remains too dependent and unwilling to take equal responsibility for decisions and teaching.
●Observing: Use when the mentee indicates a desire to be independent and the mentor is confident that the mentee's competence will not have a negative impact on student learning. The mentor can vary the amount of independent work the mentee undertakes to provide gradual release. Sometimes it is necessary to let the mentee fly and have a less than successful experience to help the mentee understand how important it is to plan thoroughly and to be vigilant throughout a teaching episode. An advantage is that the mentee develops self analysis skills and learns how to reflect about his or her practice. Another is that the mentee grows more quickly. A disadvantage is that the mentee is simply not ready and has a devastating experience that makes him or her question the reason for choosing this profession or shaking the mentee's confidence so that he or she becomes more dependent.]



●**Duration**: 10 minutes

●**Facilitator says**: mentors use demonstration lessons to help mentees develop their understanding of effective instruction, particularly when the shifts in instruction are new or unfamiliar to a mentee. For demonstration teaching to promote growth and development of a mentee and not just be a show of expertise on the part of the mentor, it must contain three core elements. Without these core elements, demonstration teaching is simply not demonstration teaching.

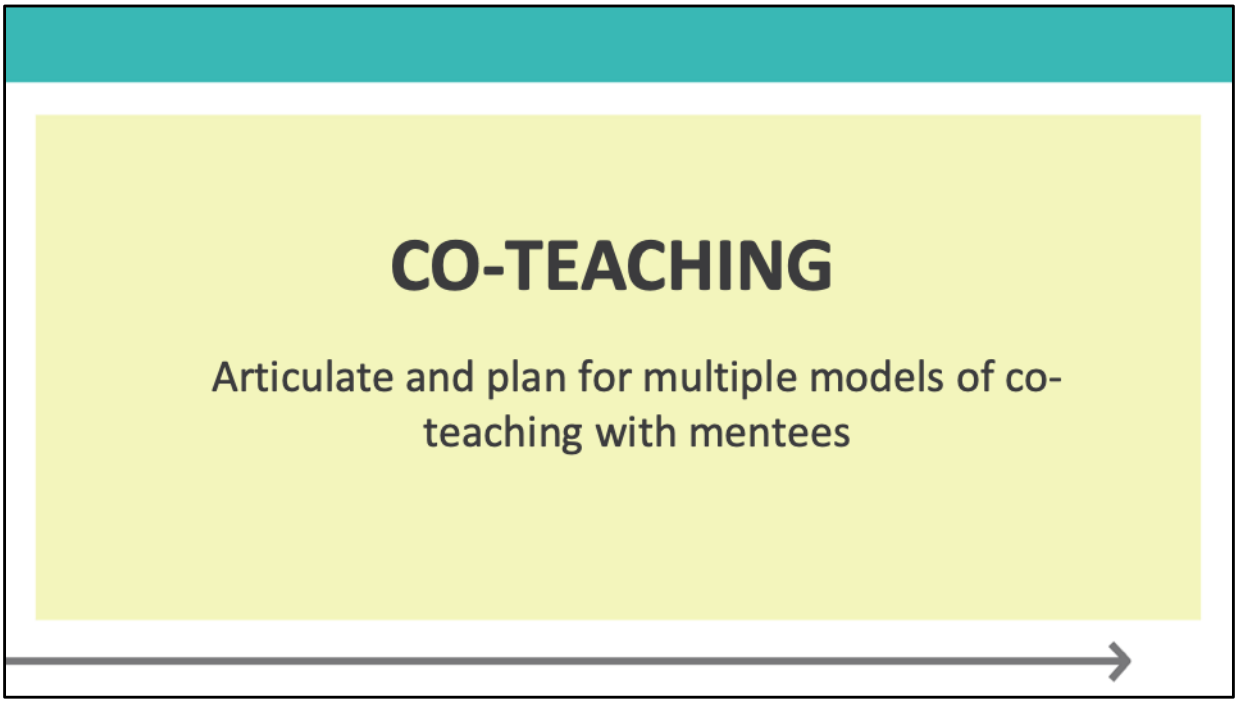
●In our last session we talked about planning conversations and those that are useful for demonstration teaching. On p. 9 you'll see a protocol for a demonstration lesson. Take particular note of the first item on the list. This is the outcome for the mentee from the demonstration lesson—what the mentee will learn and be able to do as a result of watching the demonstration lesson. The other item to note is the role of the mentee as a data collector. In every demonstration lesson, the mentee is observing for something specific using a data gathering template so that he or she is gathering the right information about the practices being observed. It a mentee is a novice, it is unlikely that he or she will actually see what the mentors wants the mentee to see in

the demonstration without some specific guidance. We will learn more about different data-gathering templates in our next session that you might use here. The last item to note is the debrief of the demonstration lesson. This debrief looks similar to the kind of reflection conversation a mentor has with the mentee after observing the mentee teach. We will learn more about how to conduct these reflection conversations in another module. For now, take note of the demonstration debriefing protocol on p. 10. I'll give you a few moments to review those questions.

●**Facilitator does**: Pause while participants review the protocol on p. 10.

●**Facilitator says**: In your learning teams, discuss how your past experience participating in or doing demonstration lessons compare with what you have just learned about demonstration lessons. What was the same and what was different?

●**Facilitator does**: After 5 minutes, invite a few learning teams to share the highlights of their discussion.



●**Duration**: 30 seconds

●**Facilitator says**: Our next area of focus is co-teaching, another way classroom supports provide opportunities for mentees to grow and develop. You will learn about a variety of co-teaching strategies and how to plan for, reflect on, and avoid challenges with co-teaching.

Co-Teaching

Guiding questions

- What is co-teaching?
- What are the strategies for co-teaching?
- What are the common agreements for co-teaching and why are they necessary?
- What is the process for co-planning and co-reflecting co-teaching?
- How do I prepare to co-teach with mentees?
- How does the gradual release of responsibility apply to co-teaching?
- How do I help new and mentees learn about models of co-teaching?
- What are the challenges in co-teaching?
- How do I avoid the challenges?

49

Duration: 2 minutes

●**Facilitator says**: On the top of p. 11 you will see the guiding questions we will use in this section. **Because this is an important support, we will use a magnifying glass to look more closely at what successful co-teaching entails.** Take a moment and read through the questions marking those that you are particularly eager to answer.

●**Facilitator does**: Provide a minute for participants to read the questions.

●**Facilitator says**: Share one of two of those you checked with a partner.

Co-Teaching Defined

Two teachers working together in the same space to meet student needs (Heck & Bacharach, 2014).

Two teachers (e.g. mentee and mentor) working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction as well as the physical space (Bacharach, Heck, & Dahlberg in Murphy & Scantlebury, 2013).

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●**Duration**: 5 minutes

●**Facilitator says**: Let's take time to define co-teaching. One definition that you see on p. 11 is the first here—two teacher working together in the same space to meet student needs. Yet it is possible, for example, for this to occur when the two teachers are not engaged in any collaboration about teaching and student learning.

●The second definition is more accurately what we mean by co-teaching as a form of the classroom supporter role. How is the second definition different from the first? Turn to a shoulder partner to discuss the difference.

●It is this second definition of co-teaching that will guide the work we will do with co-teaching. Some of you may have had the opportunity to experience training in the St. Cloud approach to co-teaching. We will provide merely an overview of it and encourage you to seek out opportunities through many of Louisiana's teacher preparation programs to do the full training.

●Take a moment to work independently and jot some notes to yourself about the

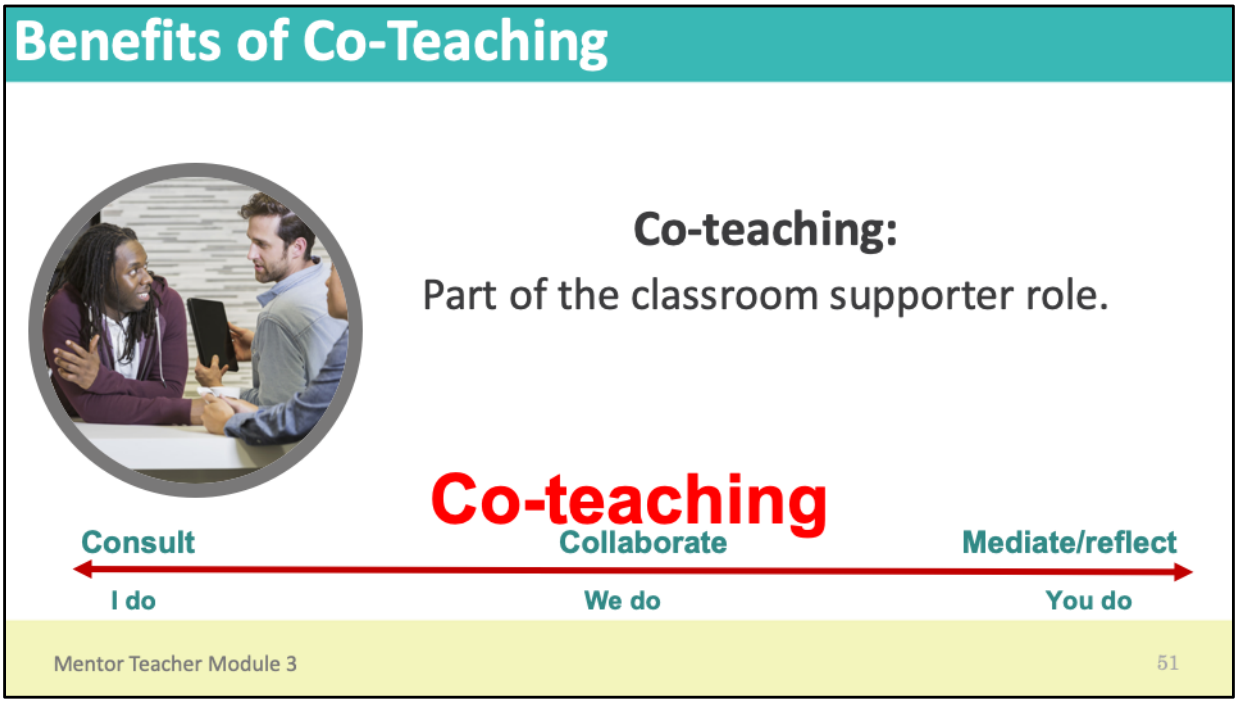
benefits you see in co-teaching and some of the worries you have about co-teaching.

●**Facilitator does**: Provide two minutes for individuals to jot notes. Encourage them to get something in each column on p. 13.

●**Facilitator says**: We are now going to find a partner for this work on co-teaching who is not in our learning ream. You'll need to take your packet and something to write with as you branch out to find a partner who resembles you in height. I want to see evenly matched pairs standing next to each other in the next 60 seconds. If you don't have a partner, come to the front.

●Now you and your partner find a place to work. You may work at a table, on the floor, around the edge of the room, or wherever you are comfortable. You'll be together for about the next 30 minutes, so be sure you are as comfortable as possible.

●**Facilitator does**: Pair up those who need a partner. Check in with partners to be sure they are comfortable.



●**Duration**: 2 minutes

●**Facilitator says**: Let's look at where co-teaching fits on the continuum of mentor stances.

●**Facilitator does**: Animate the slide to reveal co-teaching in red.

●**Facilitator says**: Co-teaching is a way for the mentor and mentee to collaborate in the act of teaching and student learning. As you will learn there are degrees of co-teaching—some actually closer to the consulting end of the stance continuum and some closer to the mediate and reflect end of the continuum.

Worries and Hopes for Co-Teaching

- Collaboratively jot down the worries/perceived challenges and hopes you have about co-teaching.
- Use page 11.

Mentor Teacher Module 3 52

●**Duration**: 7 minutes

●**Facilitator says**: with your partner, jot down on p. 11 some of the worries/perceived challenges and hopes you have for co-teaching. Be ready to share a few with the larger group.

●**Facilitator does**: Provide pairs about 5 minutes to work.

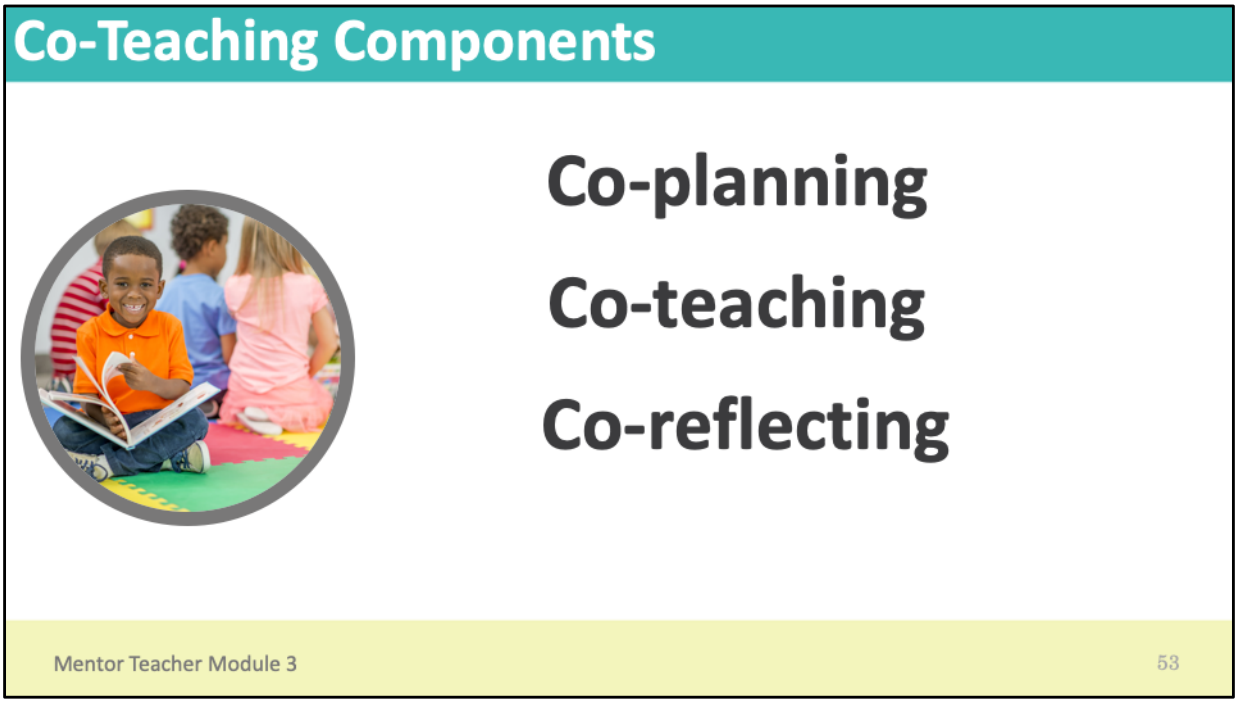
●**Facilitator says**: What are some of the challenges you perceive? [Note: Some might be one partner not being prepared; one partner taking over; one partner disrespecting the other; students preferring one over the other, etc.]

●**Facilitator does**: Gather a few responses.

●**Facilitator says**: Let' have some other partners share their hopes for co-teaching. [Note: Some might be students have more attention and learn more; partners get feedback from each other; their work is more enjoyable; they can get help with problems when they occur; someone is watching to be sure they are including

everything and helping students who might be confused, etc.]

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



●**Duration**: 2 minutes

●**Facilitator says**: Like demonstration teaching and observing, co-teaching isn't co-teaching unless it includes these three components. Look with me on the top of p. 12 at what mentors and mentees discuss during each component of co-teaching. In co-planning they are planning for instruction and using the areas listed there to be sure they are including in their planning all aspects of thorough planning for successful instruction. In the co-teaching component they are attending to each other's success, taking full responsibility for their portion of the co-teaching, and collecting the data they agreed to collect to contribute to their co-debriefing. In reflecting, they are not only talking about the the lesson and student learning, but also about their co-teaching, noting how to strengthen it in the future. All three parts must be included for co-teaching to have the potential to strengthen a mentee's competence.

●Take a minute to review the list and mark those items that you have previously included in co-planning, co-teaching, and co-reflecting. Share some you marked with your partner.

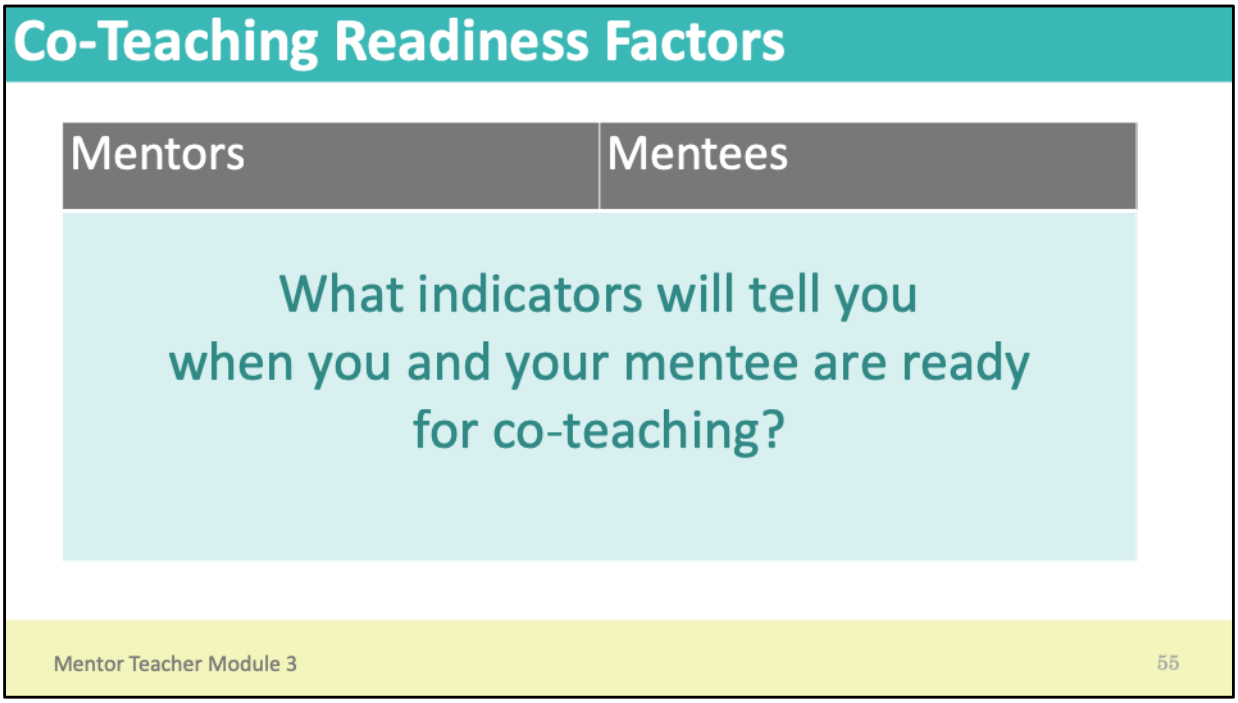
Planning for Co-Teaching

- **Assess readiness for co-teaching.**
- Create agreements.
- Co-review or co-plan student lesson and teacher learning goals.
- Select best strategy for co-teaching to achieve student and teacher learning goals.
- Revisit lesson to refine plan to integrate appropriate co-teaching strategy.

Mentor Teacher Module 3 54

●**Duration**: 30 seconds

●**Facilitator says**: We are going to take the steps for co-teaching apart and focus on some of them. In co-planning, we want to assess readiness for coteaching.



●**Duration**: 6 minutes

●**Facilitator says**: How do you know when you as the mentor and mentee are ready for co-teaching? What would tell you that? Take a few minutes and consider how you know when both mentors and mentees are ready for co-teaching.

●**Facilitator does**: Provide four minutes and then ask for responses. [Notes: factors include: Mentor--willingness; confident to let the mentee take more responsibility; certainty that the mentee is ready for more responsibility; willingness to take more of a backseat or shared role; adequate time to plan and debrief. Mentee—demonstrated competence; willingness to take on more responsibility; commitment to the entire process including planning and debriefing; sense of confidence and humility; eager to learn.]

Planning for Co-Teaching

- Assess readiness for co-teaching.
- **Create agreements.**
- Co-review or co-plan student lesson and teacher learning goals.
- Select best strategy for co-teaching to achieve student and teacher learning goals.
- Revisit lesson to refine plan to integrate appropriate co-teaching strategy.

Mentor Teacher Module 3 56

●**Duration**: 30 seconds

●**Facilitator says**: Once the mentor and mentee are ready, the next step of the planning process is to create co-teaching agreements. These are the agreements that ensure that both partners feel safe and are prepared.

●**Duration**: 5 minutes

●**Facilitator says**: Partnership agreements are the mutual agreements that mentors and mentees establish to set parameters for their relationship and collaborative work. We will talk about partnership agreements for the mentor and mentee collaboration in our next session, yet today we want to focus on what co-teachers need to discuss and determine to be sure that neither is surprised in the midst of co-teaching.

●Take a minute and think about something you'd want to be sure you and your co-teacher have discussed and agreed to prior to actually co-teaching. Share with your partner.

●**Facilitator does**: Gather responses. [Note: Some might be workload, handling student behavior issues; what to do if one makes a mistake; interrupting; handling students who are not learning, etc.]

Co-Teaching Partnership Agreements

- Values about teaching and learning
- Professional goals
- Communication/relationship
- Instruction
- Student behavior/classroom environment
- Logistics

Mentor Teacher Module 3 58

●**Duration**: 10 minutes

●**Facilitator says**: On p. 12 is a list of areas and specific items for which mentors and mentees might want to create agreements. For example, in the area of communication are areas such as handling slippery eggs, those areas that might be uncomfortable to discuss along with when to debrief, how to communicate, confidentiality about what is discussed between the mentor and mentee, agreements about the mentee reaching out to another teacher for support or assistance, etc. In the area of instruction, the mentor and mentee will want to seek agreements about how they share responsibilities, resources, and processes during a co-teaching lesson. In the area student behavior, they might want to discuss how to handle student misbehavior during co-teaching. In the area of logistics they might want to talk about professional deportment, handling emergencies, etc.

●Consider what you want you would want to agree to with a co-teacher before you co-teach. Think about those areas that you identified as worries or challenges. Look through the list and mark those that are important to you. What would you prioritize as the most important agreements for co-teaching with you? For example for me, I'd

want to have an agreement about being prepared, ensuring that my co-teacher is successful and is committed to my success, is committed to sharing all responsibilities within the classroom, and willing to engage in reciprocal feedback processes and reflection.

●**Facilitator does**: Provide participants an opportunity to identify the areas they individually want agreements about. Think about those areas that are your personal hotspots. One of mine is being corrected in front of students. I'd prefer to know I made a mistake and to have a chance to correct it and admit it to students myself.

●**Facilitator says**: Share with your partner one or two areas you want to have agreements about and why those areas are important to you.

Planning for Co-Teaching

- Assess readiness for co-teaching.
- Create agreements.
- Co-review or co-plan student lesson and teacher learning goals.
- **Select best strategy for co-teaching to achieve student and teacher learning goals.**
- Revisit lesson to refine plan to integrate appropriate co-teaching strategy.

Mentor Teacher Module 3 59

●**Duration**: 1 minute

●**Facilitator says**: Once agreements are set, another planning decision is determining the best strategy for co-teaching. We are going to learn about seven different co-teaching strategies.

●Your task is to watch the video that describes the different types of co-teaching. As you watch the video, take notes on the seven different strategies for co-teaching. Jot notes on p. 13. Concentrate on getting a description of each strategy. We'll talk about possible uses after you watch the video.

●**Facilitator does**: Show the video [purchased from St. Cloud University].

●**Duration**: 10 minutes

●**Facilitator does**: Start video at 5:19—just as the man in the tan coat finishes speaking.

- Review the description of each co-teaching strategy in your learning team.
- Add examples and possible uses to your notes.
- Use page 13 of the handout.

- One teaches, one observes students
- One teachers, one assists
- Station teaching
- Parallel teaching
- Supplemental teaching
- Alternative or differentiated teaching
- Team teaching

Mentor Teacher Module 3 61

●Duration: 15 minutes

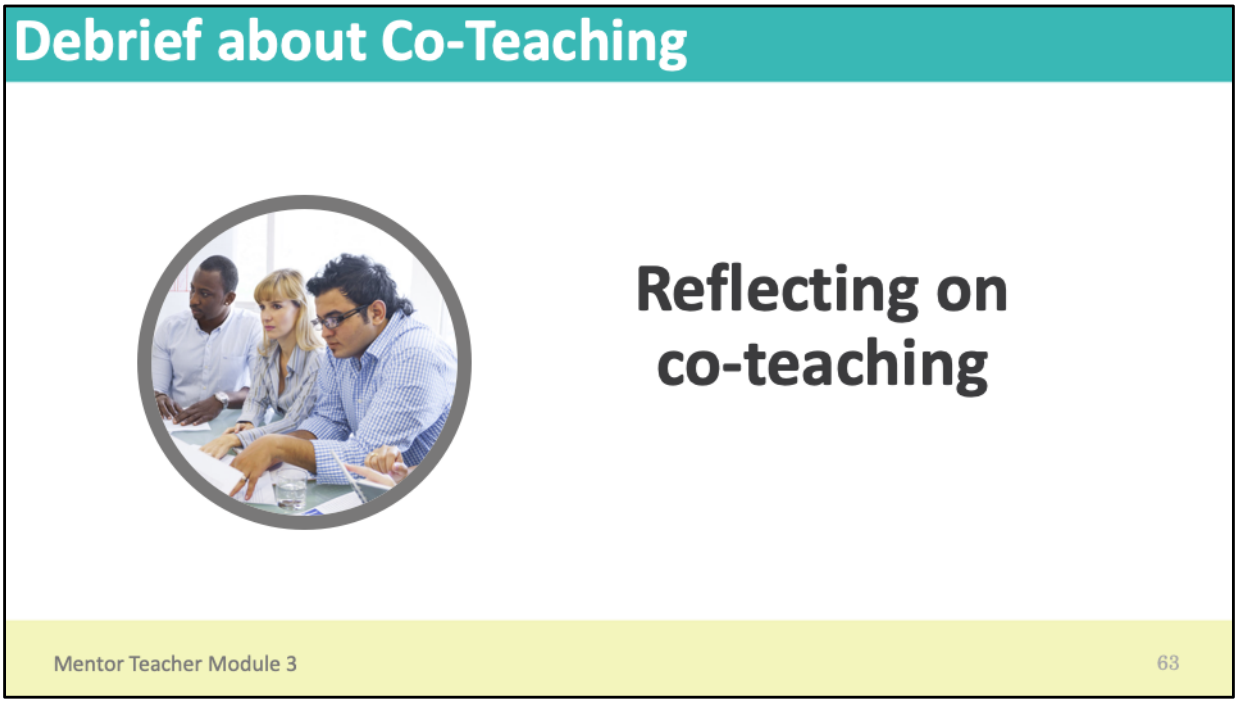
●**Facilitator says**: Work with your partner to clarify your descriptions of each of the co-teaching strategies. Add examples and possible uses as you talk. Jot your notes on p. 13. Take about 10 minutes.

●**Facilitator does**: Monitor, circulate, and support as needed.

●**Facilitator says**: Join together with another pair and share the examples and possible uses of each co-teaching strategy. You have five minutes to share.

BREAK!

- 15 minutes



Duration: 4 minutes

Facilitator says: After co-teaching, the mentor and mentee reflect on their co-teaching just as they do after demonstration teaching. In this conversation they identify what worked and what they want to improve next time they co-teach. Page 14 has a protocol for reflecting on co-teaching. Read through the questions. Note those that focus on the lesson, student learning, the co-teaching strategy, and what the mentor and mentee learned from the experience.

Facilitator does: Provide time for partners to review the reflecting on co-teaching protocol.

Co-Teaching Worries/Challenges

- Revisit your worries about co-teaching (p. 11) and other worries/challenges you anticipate.
- Choose your top three.
- For each of the three, identify one way to address it.
- For 10 minutes, meet with at least **five different people** to collect additional challenges and ways to address them.
- Support your partners by offering your ideas about their co-teaching worries/challenges.

Mentor Teacher Module 3 64

●**Duration**: 8 minutes

●**Facilitator says**: We are going to use a modified Stir the Class process to address the worries and challenges you identified on p. 11. Together with your partner identify at least one ways to address each one.

●**Facilitator does**: Provide a few minutes for participants to identify ways to address their challenges.

●**Facilitator says**: Now we will help each other. First, thank your partner for his or her support with co-teaching. Now you will meet with five different people in the next five minutes. With each one you will share one of your worries and one strategy. Next, ask your partner to share a possible way to address this. Then ask your partner to share one of his or her worries and a strategy and then offer your partner an way to address his or her worry. Then find a new partner and repeat the process. It is your responsibility to meet with five different people in five minutes, so move quickly. When you finish, return to your learning team.

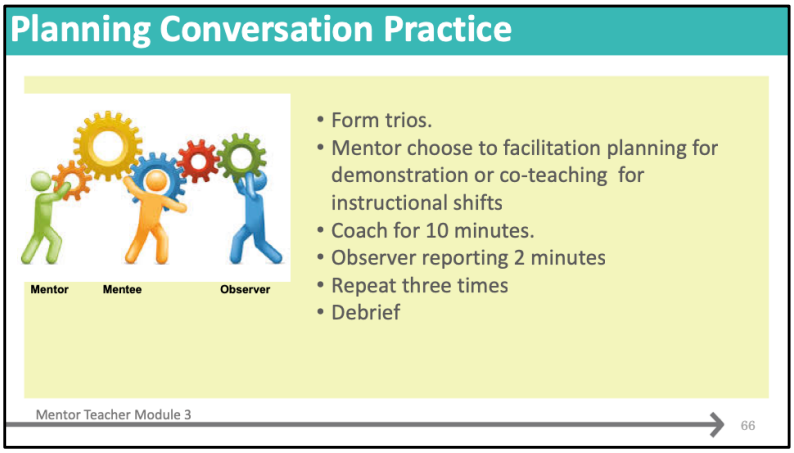
Co-Teaching Next Steps

- Revisit the guiding questions (p. 11) to reflect on what you learned about co-teaching.
- Identify your next steps to strengthen your co-teaching practice to support both student and mentee learning.

Mentor Teacher Module 3 65

●**Duration:** 7 minutes

●**Facilitator says**: Now that you are back in your learning team, revisit the guiding questions for co-teaching on p. 11. Answer each question. Then individually identify what your next steps are to strengthen your co-teaching practice.



●**Duration**: 50 minutes

●**Facilitator says**: You will practice a planning conversation for conducting either a demonstration lesson or co-teaching to implement the instructional shifts. In trios, one person will be the mentor who coaches, be a mentee who is coached, and observe the planning conversation to provide feedback to the mentor.

●Listen carefully to these directions. Take your packet, maybe an index card or two, and something to write with. If you can't find a trio, come to the front of the room. You will partner with people who are not on your learning team and with whom you have not yet worked today. No more than three people together. When you have your trio, pull chairs into an open space into the room away from tables and away from other trios so that you are sitting in a small tight circle.

●**Facilitator does**: Help people get into trios and situated away from tables. If there are insufficient people, people may pair rather than form teams of four. There is insufficient time for four people in a team to practice. If there are pairs, they may have the luxury of a longer time for the planning conversation practice.

●**Facilitator says**: Decide who will mentor first and whether you are planning for demonstration or co-teaching. As mentors are doing that, observers listen up. You will listen for the presence of listening and paraphrasing by the mentor and be prepared to share specific examples of how mentors demonstrated those communication skills.
●Mentors, you might want to use the questions on p. 9 or p. 11 for your planning conversation. Take a minute to decide which to use in this practice—I stress practice.
●Mentees, you will respond as yourself. Please do not role play because that makes this inauthentic for the mentor.

●I will monitor time. When I say stop, please stop, even if it is mid sentence. The point is to practice and you do not have time to finish. So focus on your questions, listening, and paraphrase.

●What questions do you have before we start? Last reminder. Honor the time. That means use every bit of it to practice so that you strengthen your mentoring and observing skills.

●**Facilitator does**: Monitor time. After 10 minutes, call time.

●**Facilitator says**: That's time for our first round. Now observers you have the floor exclusively for the next 90 seconds to provide specific examples of how the mentor listened and paraphrased. Listen for me to call time. Only the observers are speaking now.

●**Facilitator does**: Monitor time and call time after 2 minutes.

●**Facilitator says**: Now let's pass roles to the left. Who is the new mentor? Begin thinking about the scenario you want to practice and the set of questions you will use.

●Who is the new mentee? Remember you role is to be yourself rather than to play the role of a mentee. This makes the mentor's work easier for this practice.

●Who is the new observer? This time observe for the inclusion of the essential components of a planning conversation and be ready to share which components the mentor included and how you noticed that happening.

●**Facilitator does**: Monitor time and repeats the process in he previous six steps. Next round the observer observes for how the mentor listens and paraphrases again.

●Facilitator says: Thank your trio partners and return to your learning team.

●**Facilitator does**: Animate slides while participants are returning to their teams.

●**Facilitator says**: Let's debrief your practice. Use the questions here to guide your learning team debrief about your practice with planning conversations.

●**Facilitator does**: After 5 minutes invite some table groups to share the big ideas that emerged in their debrief.

Revisit Your Goal(s)

- Given what you have learned in the last few session, reflect on your progress toward the goals you wrote on our first day. Explain.
- How well do those goals serve you now? Explain.
- At this point in your learning, what changes do you want to change in your goals?

67

●**Duration**: 6 minutes

●**Facilitator says**: Let's take a pause at this point. We are a third of the way through the Mentor Training. In our first session, you wrote one or more goals for your own development as a mentor. Consider what you have learned to this point. How well do your goals serve you now. What changes would you want to make in your goals?

●Jot some notes to yourself about how your learning to date has helped you move closer to your goals. Consider any changes you want to make. Use p. 17.

Module 3 Outcomes

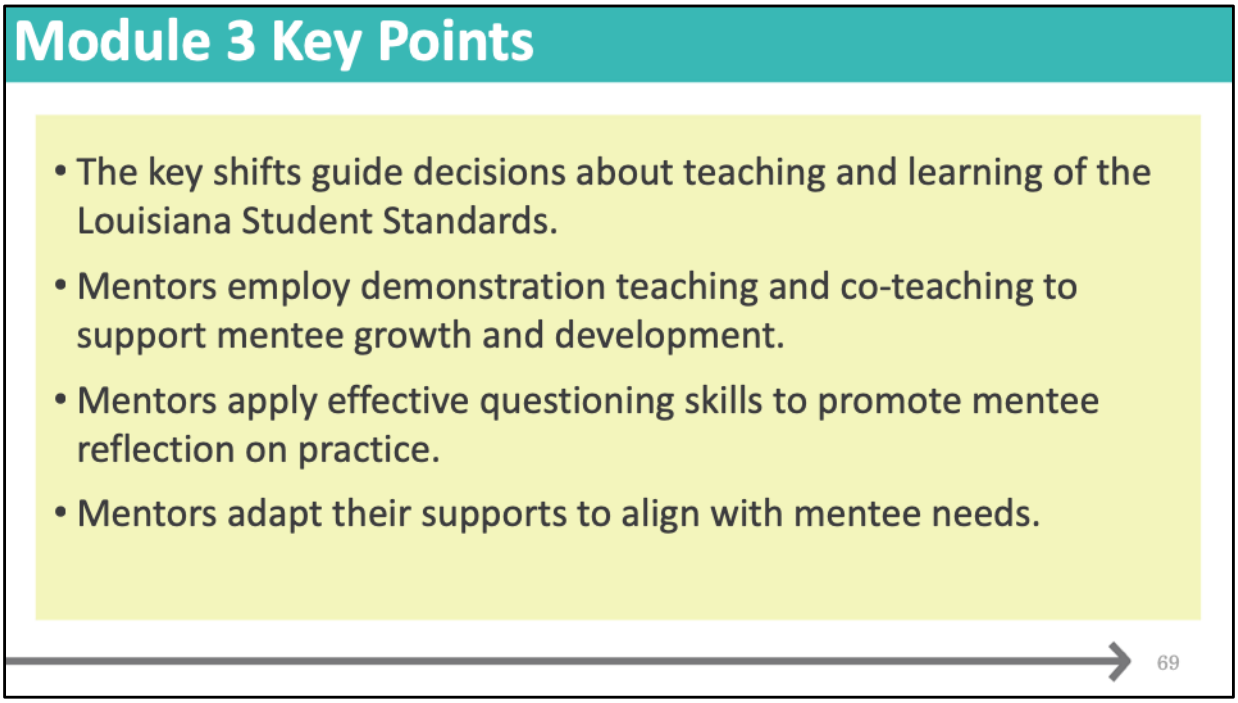
- Describe key shifts in mathematics standards and instruction (rigor, focus, and coherence), and how these shifts guide decisions about teaching and learning.
- Use effective questioning techniques in conversations related to mentees' growth and development.
- Plan and implement demonstration teaching as a coaching support.
- Articulate and plan for multiple models of co-teaching with mentees.

68

●**Duration: 5** minutes

●**Facilitator says:** Today we focused on the outcomes you see on the screen and on p. 1 of your packet. Choose at least two and write a concise statement about your learning related to those outcomes.

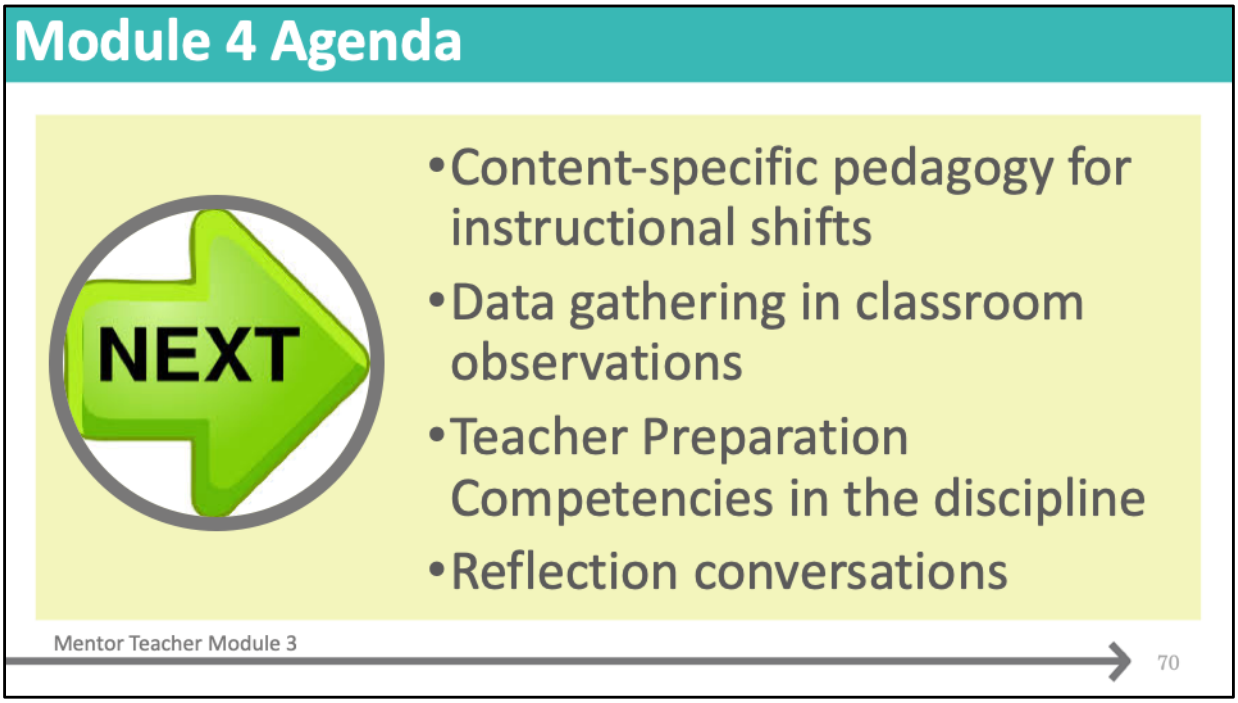
●**Facilitator does:** Remind participants that the outcomes appear on p. 1.



●**Duration**: 2 minutes

●**Facilitator says**: The key points we started our day with are useful summaries about what you learned. Compare your statements you wrote with the ones that relate to yours. Note what is the same and what is different. Consider what might contribute to those differences. Talk with a partner about what your notice.

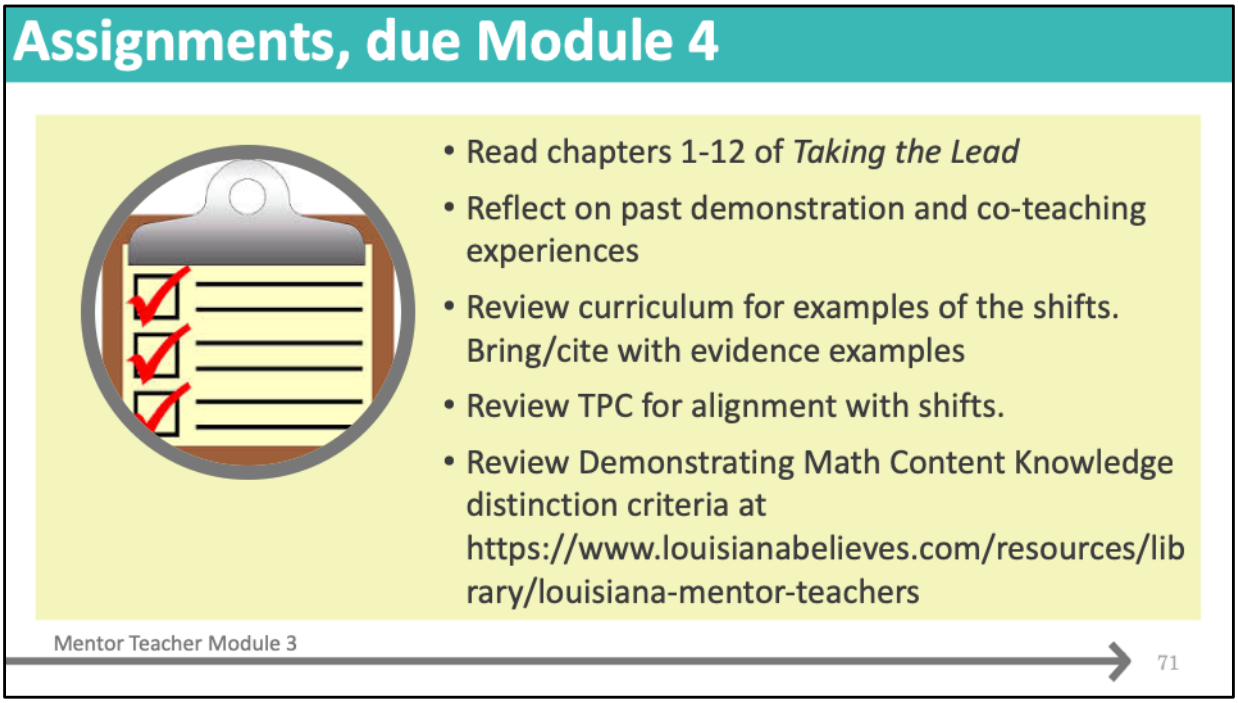
●**Facilitator does**: Provide participants a minute to review the key points and to talk with their partners..



●**Duration**: 1 minute

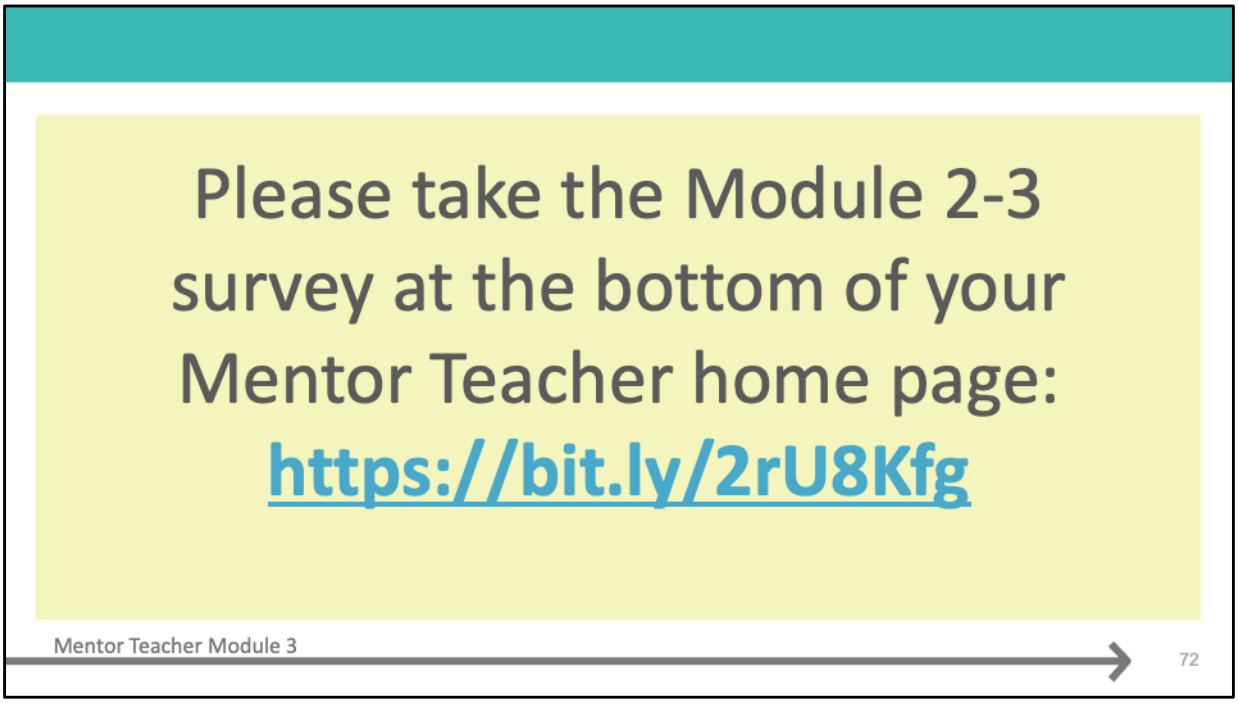
●**Facilitator says**: Here are our major content areas for tomorrow. We want you to have a preview of what lies ahead.

●**Facilitator does**: Share list and perhaps comment on co-teaching particularly as a core support mentors use to develop mentees.



●**Duration**: 2 minutes

●**Facilitator says**: You have five assignments before our next session. Look on p. 16 for the list. Hopefully you are already making progress on the first one. Next, reflect on your experiences with demonstration and co-teaching experiences and consider how you can strengthen your practices based on what you know. The third assignment is to review curriculum in your discipline for examples of the shifts. Bring examples or be ready to shore examples. The fourth assignment is to review the Teacher Preparation Competencies to identify those that are aligned with the instructional shifts. **The last assignment is to review the criteria for the distinction in Demonstrating Math Content Knowledge. This content of module and the next one will be particularly useful for you as you consider the evidence you might submit to meet that distinction.**



●**Duration:** 10 minutes

●**Facilitator says**: Before you leave today, please complete the survey about your learning during these two days. The link to the survey is on the screen.