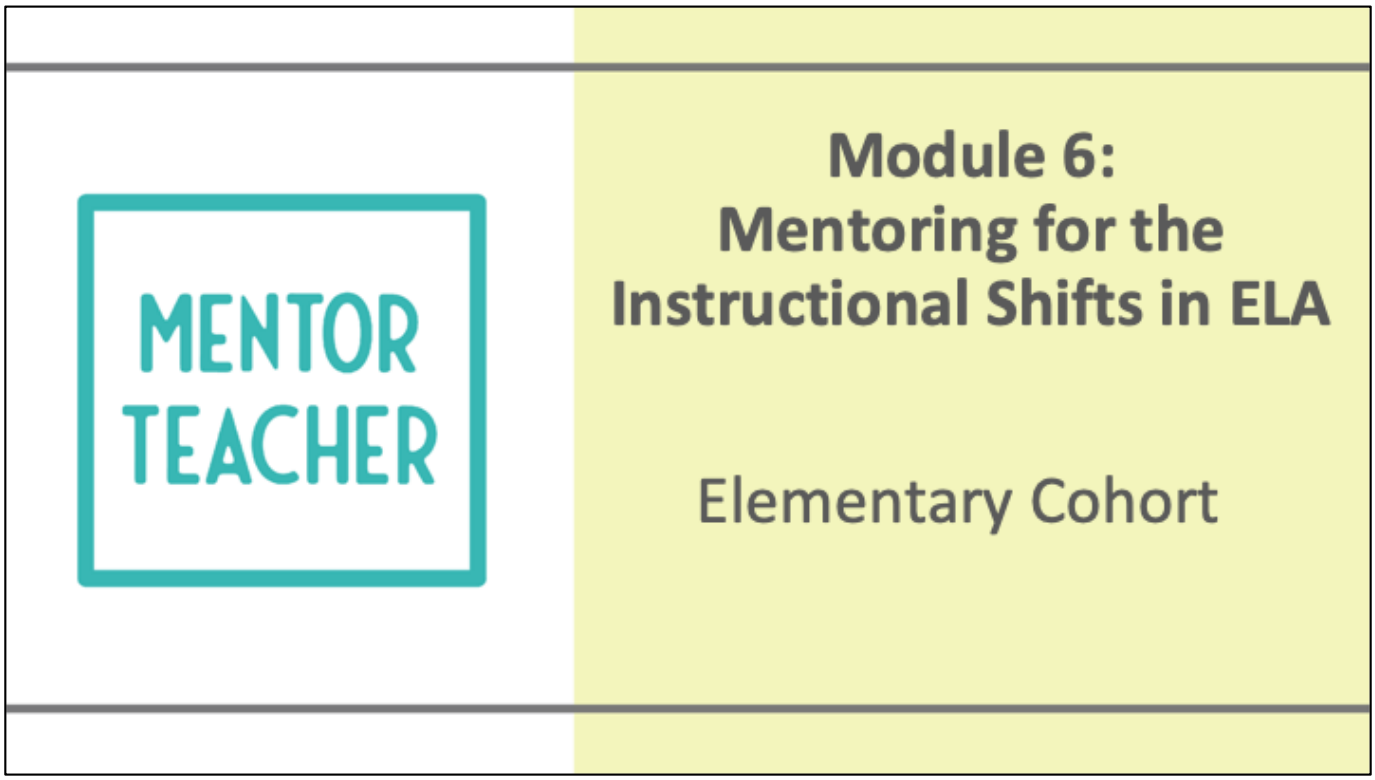
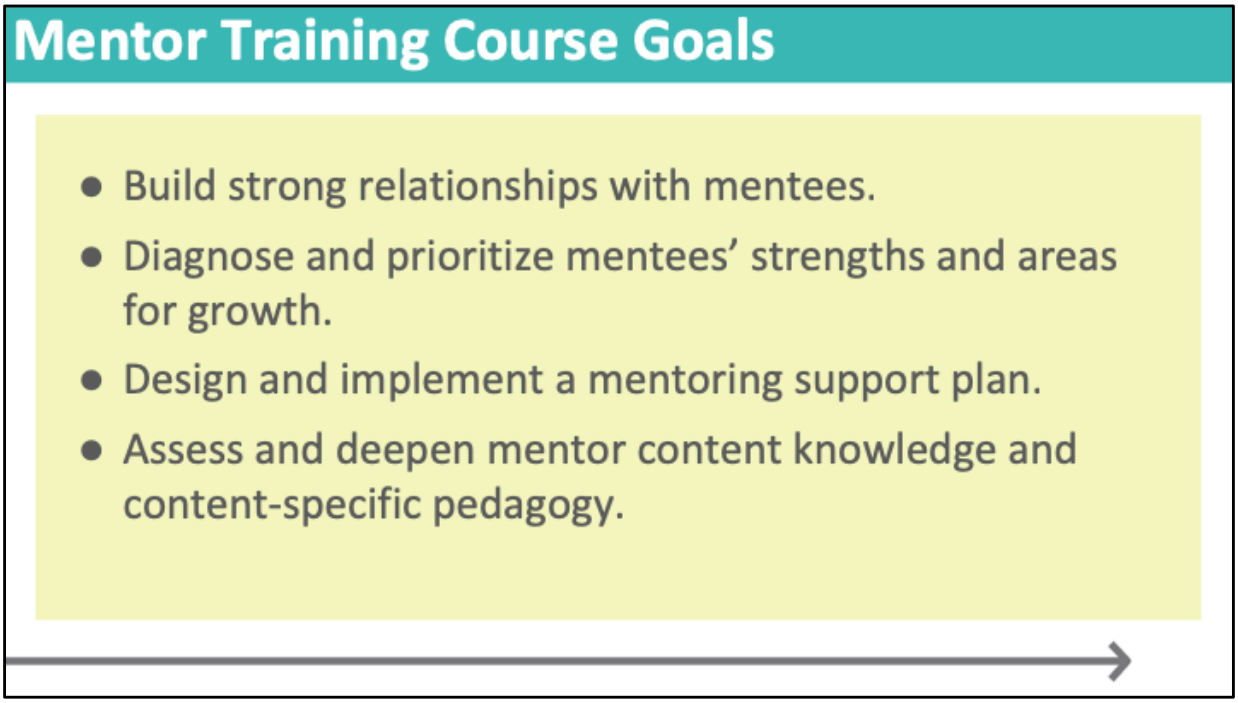
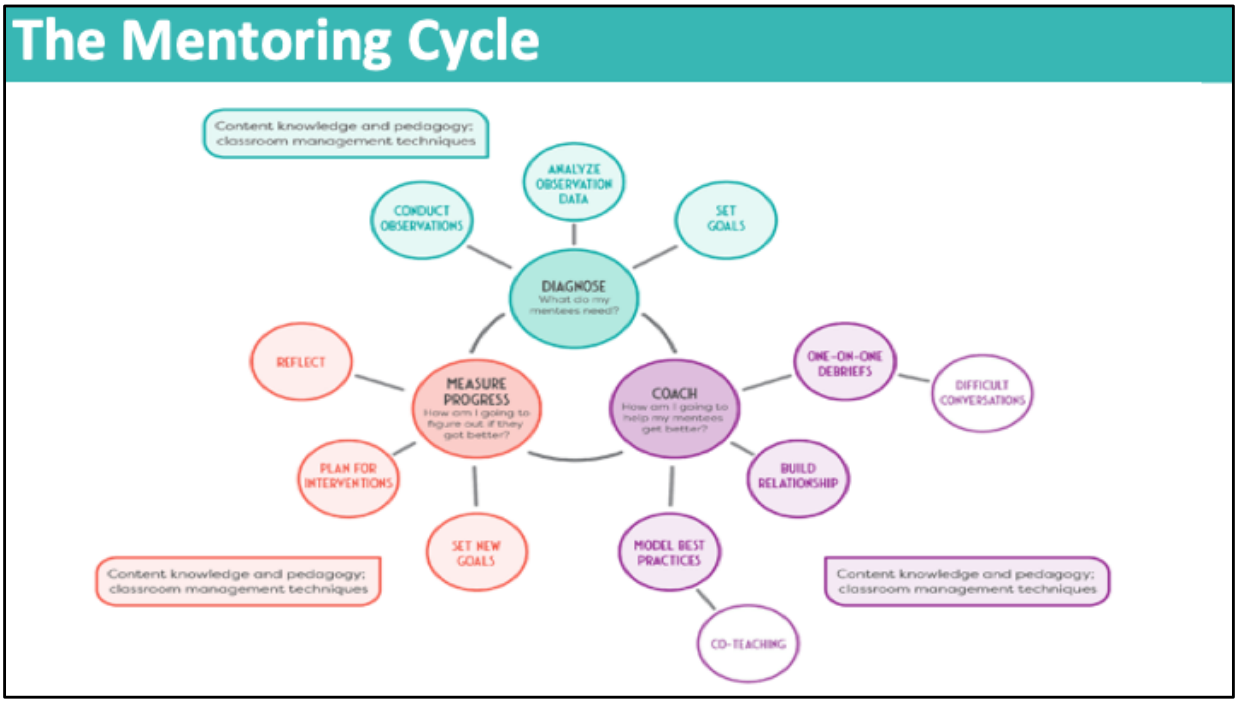


- **Duration:** 3 min.
- **Facilitator says**: Welcome back to the Mentor Training Course. It is good to see everyone again. We hope your travels were easy. [presenters reintroduce themselves and share a brief background if necessary].
- **Facilitator does**: Ensure everyone has signed in, has materials 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 2 of your handout. In past modules we have focused on classroom management, growth mindset, and communication skills for building strong relationships, which aligns to our first and third goals. We've also focused on deepening our understanding of the instructional shifts in mathematics as well as engaging students in mathematical discourse which aligns to our fourth goal. In modules 4 and 5 we learned how to conduct an observation, analyze observation data and set SMART goals based on the data which addressed goal 2. Over the course of the next two days we will shift our content focus to ELA as we continue to deepen mentor content knowledge and content-specific pedagogy (goal 4). We will also continue working our way through the mentor cycle including designing and implementing a coaching plan based on our observation data and SMART goals which will address goal three.



- **Duration:** 1 minute

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

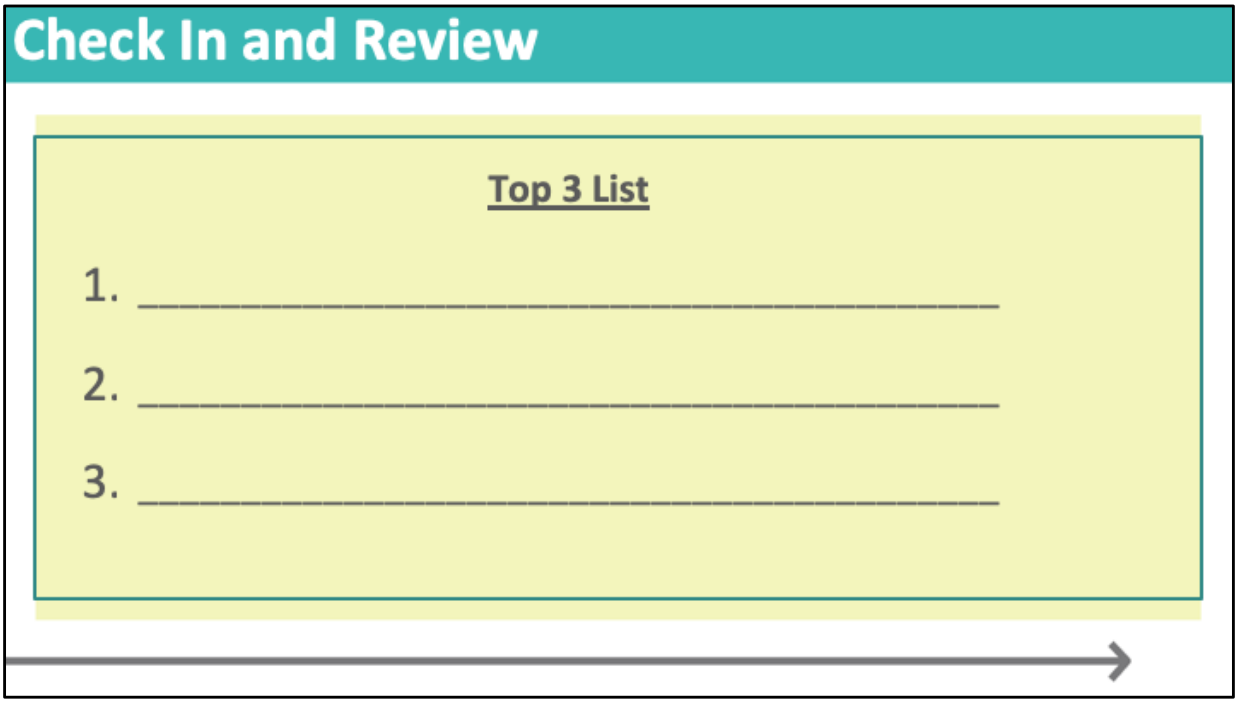
Modules 4 & 5 Assignments

- Establish a partnership agreement with your mentee
- Write a narrative that identifies the SMART goal(s) you have set with your mentee in the areas of classroom management, rigor, or math discourse.
- Select a lesson from your curriculum.
  - How is rigor illustrated?
  - What instructional strategies are appropriate?
  - What range of student outcomes are appropriate?
- Prepare to lead a mathematically productive discussion.

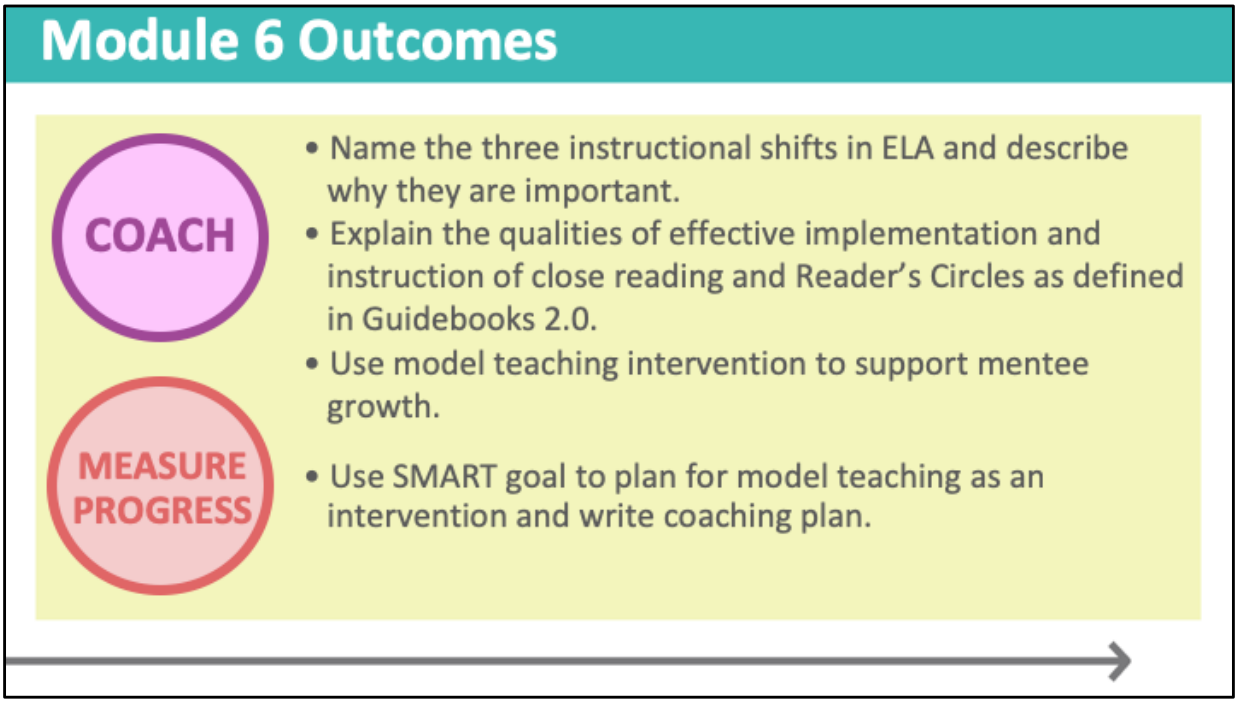
- **Duration:** 5 minutes

- **Facilitator Says:** Let's do a quick review of the homework assignments from our last time together during modules 4 and 5. Listed here are the assignments you were to complete between modules 4 and 5 and now. Take 2 minutes to turn to a shoulder partner and share how at least one of these assignments went as you put your learning into practice.

- **Facilitator Does:** Allow 2 minutes for participants to share and then invite a few participants to share out with the whole group about their experiences.



- **Duration:** 10 minutes
- **Facilitator says:** Before we dive into the new content let's think back on some of the key ideas we've learned in previous modules. As a learning team, we would like for you to come up with a top 3 list. This top 3 list should include 3 key learnings/take-aways that have stuck with you over the course of the school year so far as you've begun your work with your mentees. You will have 5 minutes to come up with your top 3 list. Ready, begin.
- **Facilitator does:** Set a timer for 5 minutes for teams to develop their top 3 take-aways list. Circulate to get an idea on where everyone is at with previous learning. After 5 minutes, pair up table groups to share their lists with each other. Allow an additional 2 minutes for this activity. After the table groups share with one another invite a 1-2 learning teams to share their top 5 lists with the whole group.



- **Duration:** 2 minutes

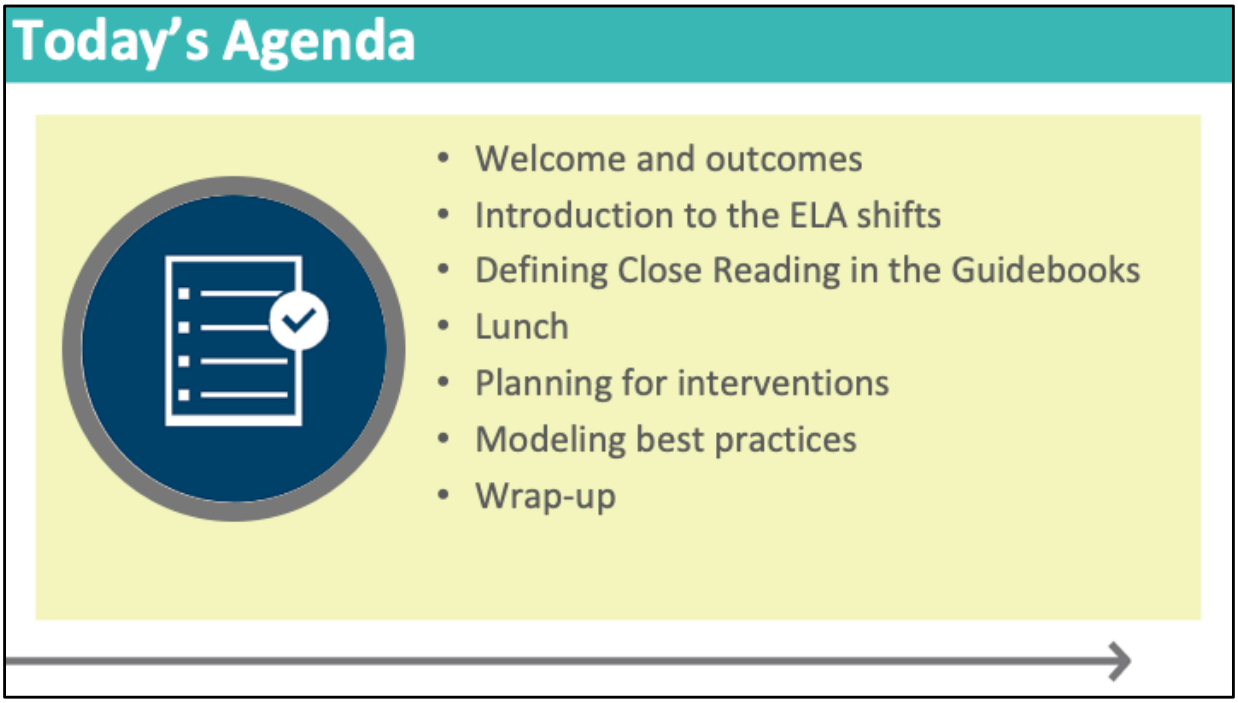
- **Facilitator says:** During this module, we will focus on three mentoring and two content oriented outcomes.

- The state of Louisiana has invested significantly in the development of Tier 1 curriculum to ensure all educators have access to high quality curriculum and instructional materials. This investment resulted from compelling research on the impact on students when teachers work with HQ curriculum. We are committed to teachers and students having these materials – particularly our newest teachers and our teachers serving our most vulnerable students. Today's curriculum focus is on...Guidebooks 2.0 and the instructional shifts in new ELA standards. We'll focus on how Guidebooks lessons are designed to bring readers through circles of comprehension to full understanding of texts.

- In the modules 4 and 5 we learned how to conduct observations, analyze data, and set goals with our mentees. This module picks up where those left off in that now that our mentees have this goal they want to meet, we must plan for interventions that will help mentees meet those goals. The last piece we will discuss today is one of those specific interventions included in our

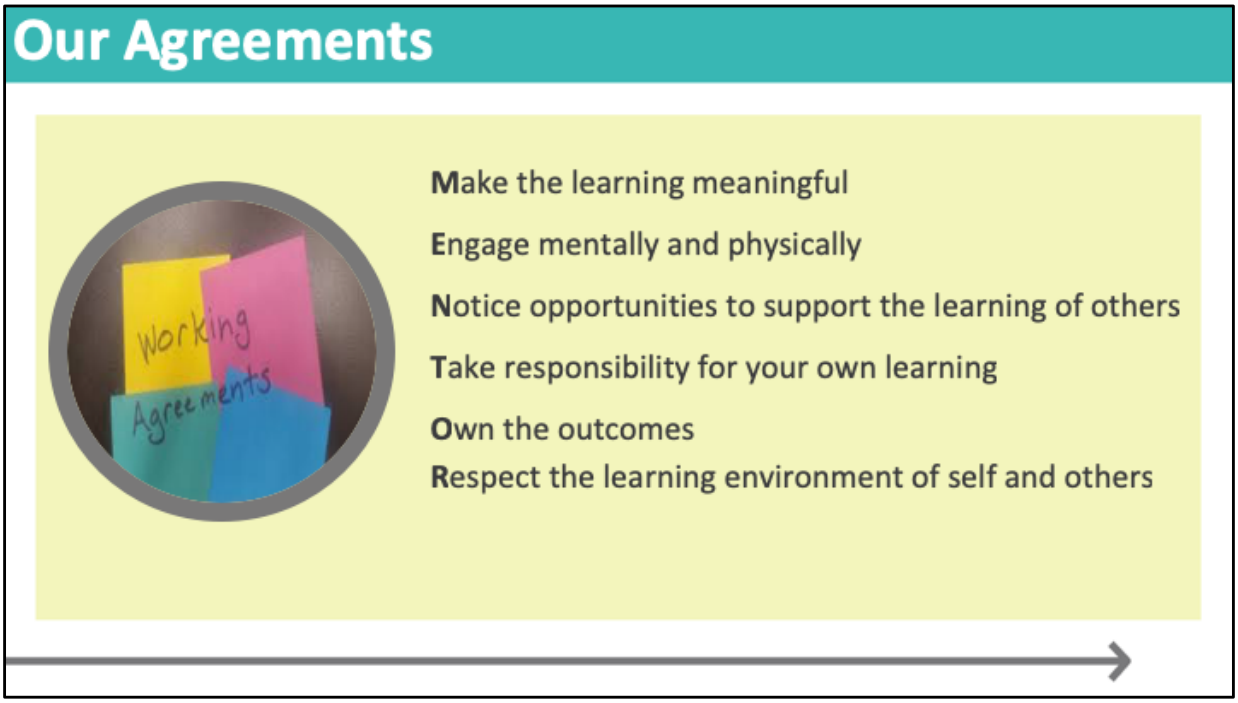
mentoring cycle, model best practices using model teaching. In tomorrow's module, we will dive deeper into the second type of intervention included in our mentor cycle, co-teaching.

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



- **Duration**: 1 minute

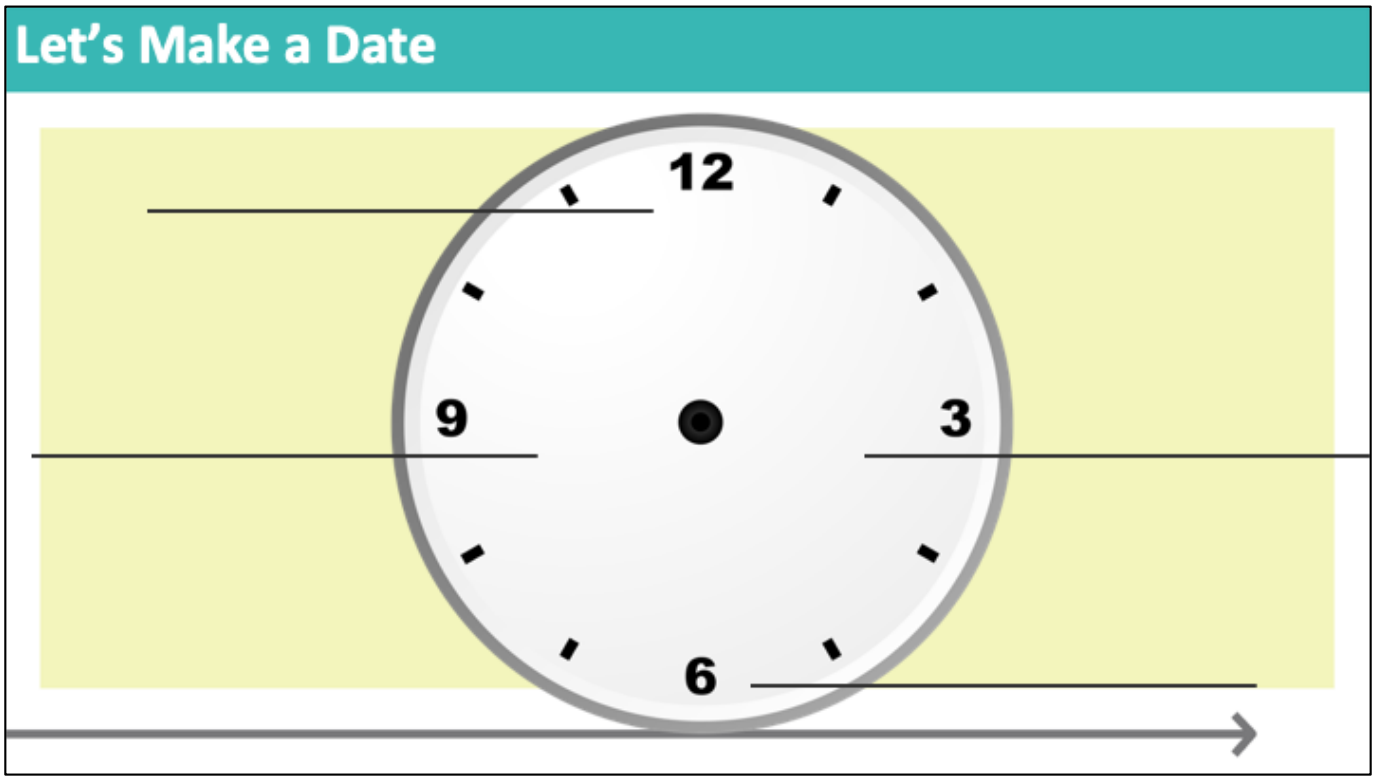
- **Facilitator says:** Let's take a look at what we'll be working on together today.



●**Duration**: 1 minute

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

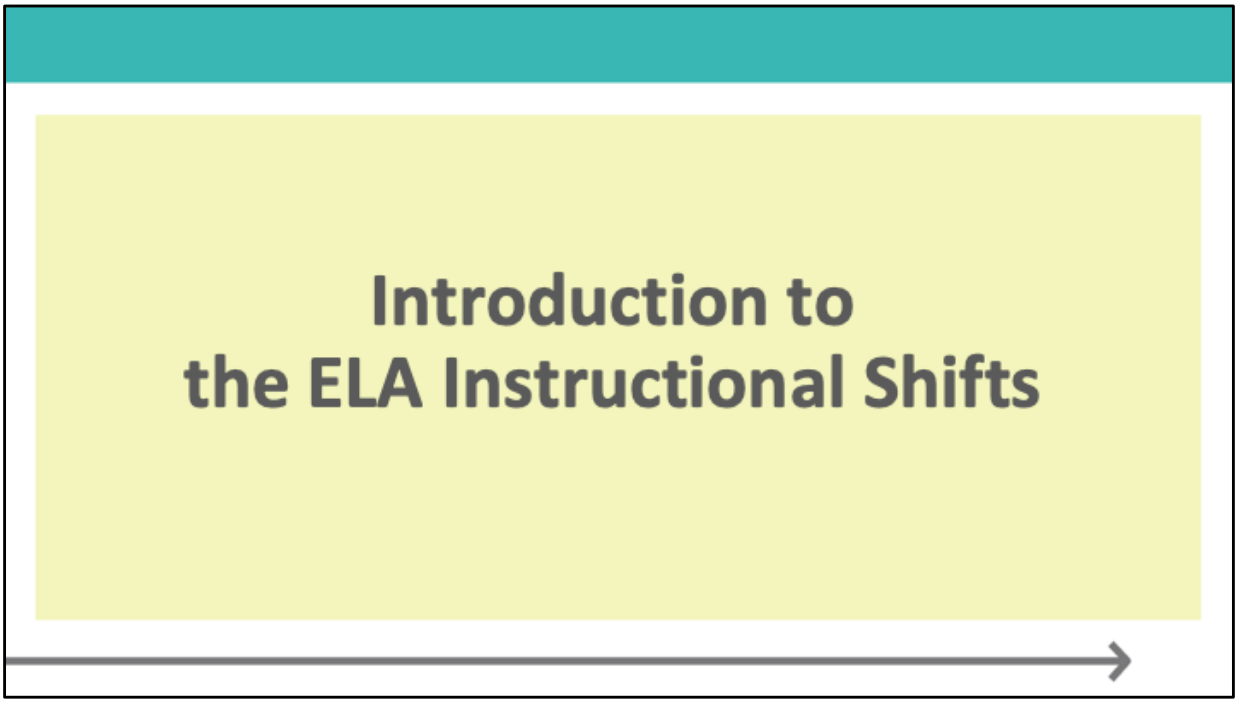
●**Facilitator does**: Allow participants 1 minute of quiet think time to make their personal commitments.



- **Duration**: 5 minutes

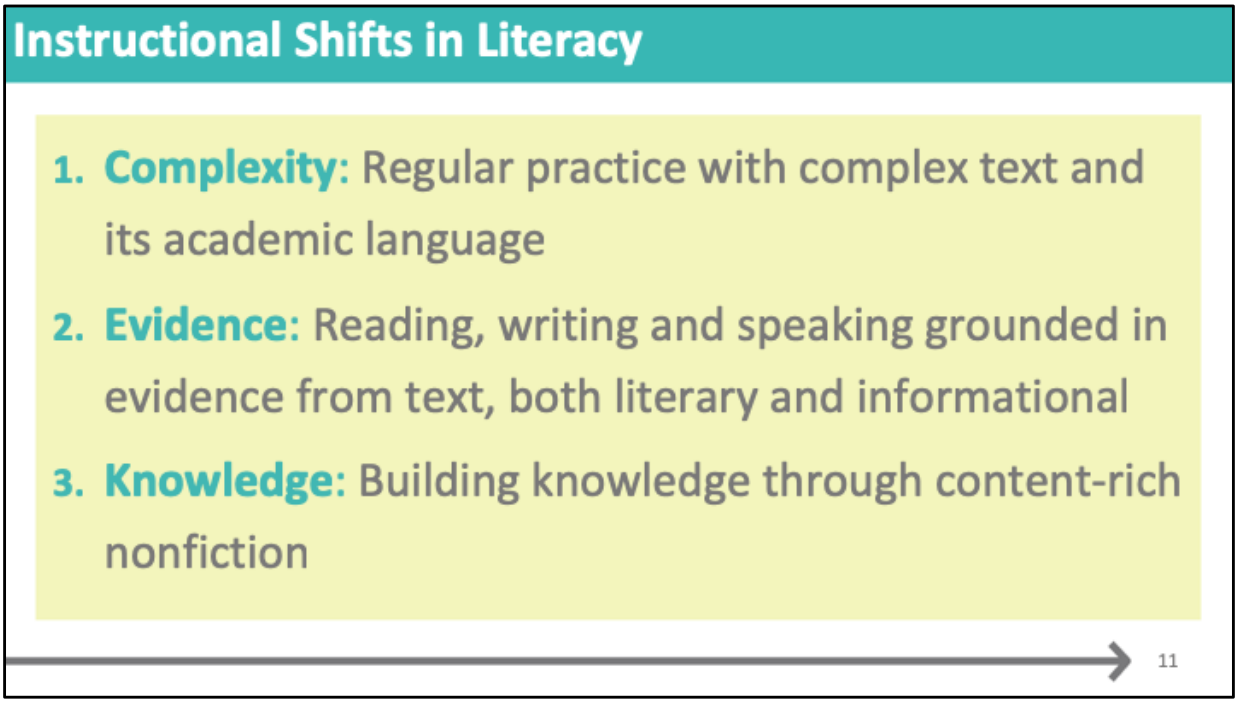
- **Facilitator says**: There are going to be different activities throughout today and tomorrow's trainings that we want you to have the opportunity to work with people that are not sitting with you at your table. You'll get plenty of time to chat with the people at your table and your shoulder partners, but it will also be nice to get up and move and gain some insights from other colleagues in the room. Therefore we are going to ask that you make 4 dates using the clock on page 3 of your handouts for the next two days: a 12 o'clock, 3 o'clock, 6 o'clock and 9 o'clock date with 4 different people that are not sitting at your table. When I say go, everyone will stand up and fill out their clocks on page 3 of your handout. You'll add a person's name to each time slot, you may even want to add in a description of what they look like or where they are sitting to help you remember who that person is, just in case. Once you have your whole clock filled out, you may take a seat.

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



Time:
Duration: 30 seconds

Facilitator says: Now that we've experienced reading instruction that is typical of both pre-shifts and post-shifts instruction, we're going to dig deeper into the instructional shifts themselves. These shifts will lay the foundation for all of our work together, and for your work with teachers around the Guidebooks.



Time:
Duration: 1.5 minutes

Facilitator does: Click to reveal and quickly describe each shift.

Facilitator does: Gauge participant familiarity with the shifts. Acknowledge that there is a wide variety of knowledge of and experience with the shifts in the room.

Facilitator says: It's important to note too that there is a spectrum of learning when it comes to the shifts; you can't hear or see them once or twice to be an expert on them. Every time you re-engage with the shifts you can learn more or think differently about the practical implications.

Important Note: On the next slide, participants will read a more detailed explanation of each shift. This slide is meant as a quick preview/overview of the shifts.

What Are the Instructional Shifts?

- **Read** the "Instructional Shifts Overview" (SAP, 2017)
- **Underline** key words that indicate the core instructional change(s) of each shift

Discuss

- What might each shift look like in the classroom?
- To what extent is teaching aligned with the shifts in your classroom?

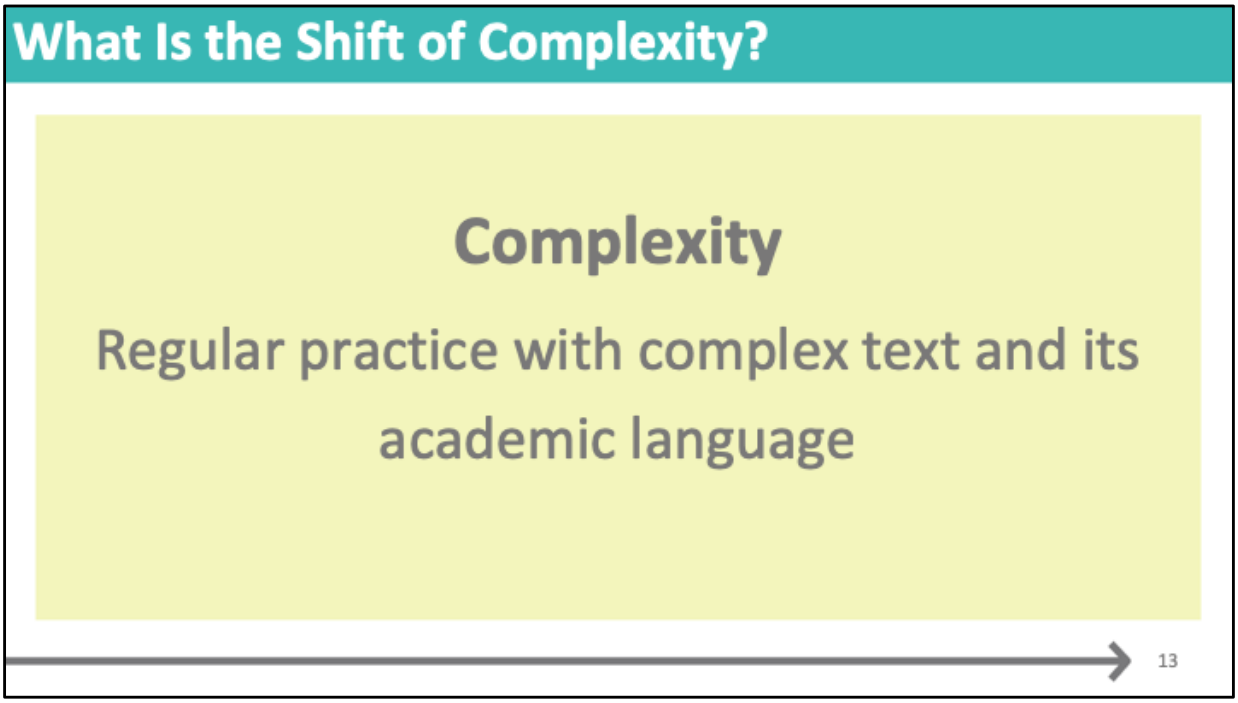
12

Time:
Duration: 7 minutes

Facilitator says: To help us further understand the shifts and their implications on reading instruction, we're going to read a text called "Instructional Shifts Overview." You can find this document in your handout on p. 4. As you read, underline key words that indicate the core instructional change(s) of each shift.

Facilitator does: Provide a few minutes of independent work time. Afterwards, click to reveal discussion prompts and have participants share at their tables.

Handout Source: Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy

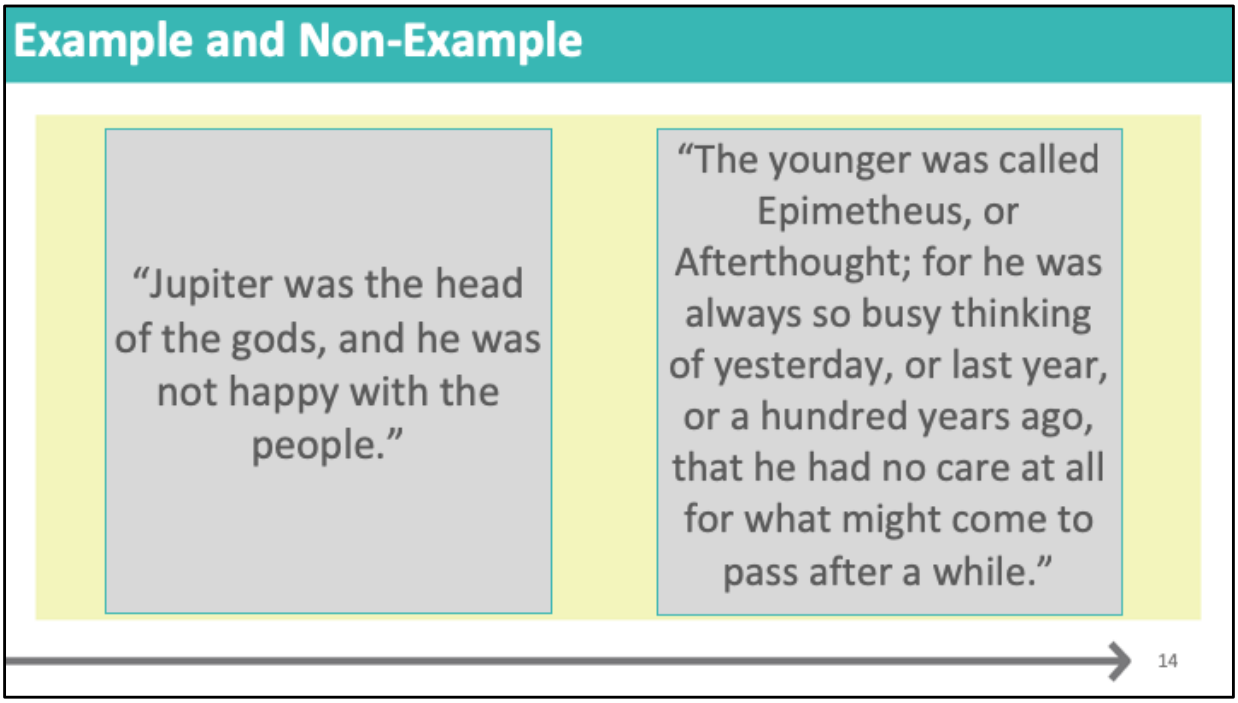


Time:
Duration: 1 minute

Facilitator says: Let's start with complexity. What words did you underline?

Facilitator does: Have a few people share out the words they think indicate the core instructional change of this shift.

Facilitator says: Let's further explore the core instructional change described in this shift.



Time:
Duration: 2.5 minutes

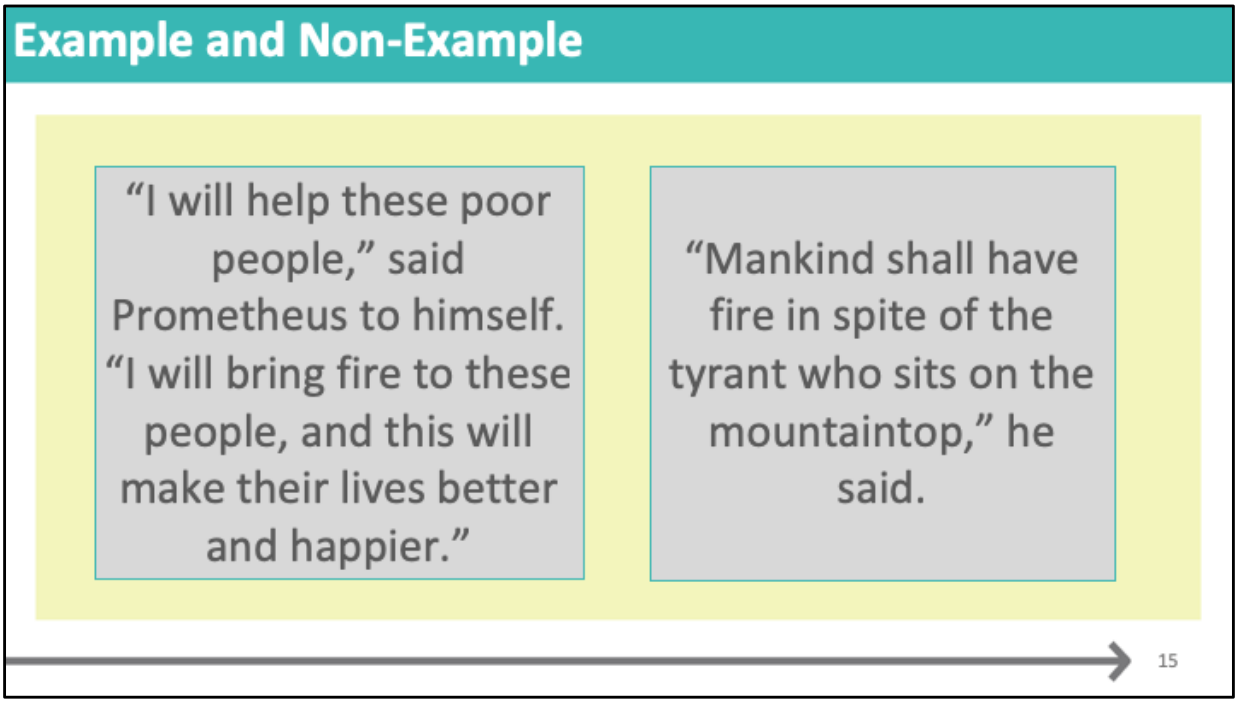
Facilitator says: Take a moment to review each of these sentences. The first sentence comes from a less complex text, while the second sentence comes from a more complex text.

Facilitator does: Provide wait time.

Facilitator says: What makes this second sentence more complex?

Facilitator does: Have participants discuss with a partner, then have them share out with the whole group.

- Look for:
  - More complex sentence structure and syntax
  - Unfamiliar phrases (i.e. "come to pass")

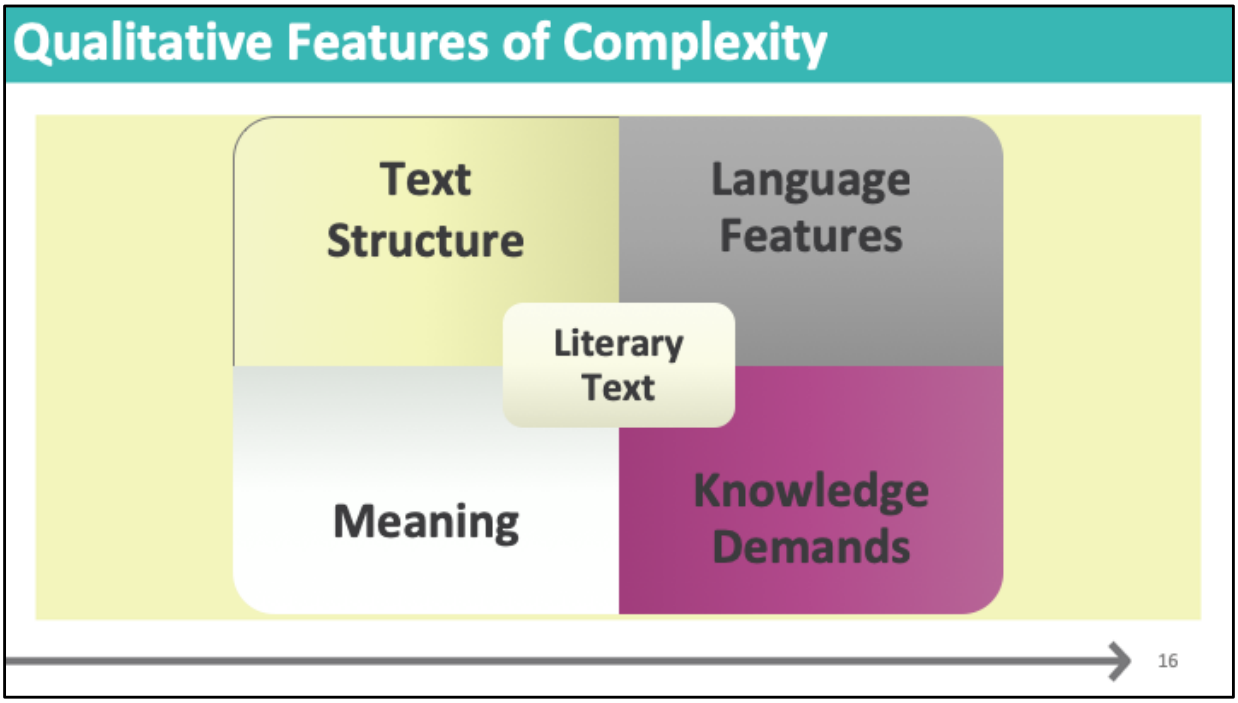


Time:
Duration: 2.5 minutes

Facilitator says: What about these two examples? Which sentence is more complex? What makes it more complex?

Facilitator does: Provide wait time, then have participants discuss with a partner. Then, ask a few people to share out with the group.

- Look for:
  - The second sentence (on the right) is more complex. It has more complex structure and syntax, along with challenging or unfamiliar vocabulary (shall, tyrant, mankind).



Time:
Duration: 4 minutes

Facilitator says: There are four "big buckets" of text complexity:

- Text Structure
- Language Features
- Meaning
- Knowledge Demands

Facilitator says: Take a moment and refer to the graphic organizer in your handout (p. 5) to see what types of features fall within each of these buckets.

Complexity at the Sentence Level

Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

"A new Golden Age shall come, brighter and better by far than the old!"

(Prometheus, Public Domain)

Time:
Duration: 4 minutes

Facilitator says: Use the chart in your handout on p. 6 to analyze the complexity of this sentence from the Prometheus text. What features of complexity in Prometheus are highlighted in this example?

Facilitator does: Provide independent work time, then ask a few people to share out.

- Look for:
    - Language (vocabulary, sentence length and structure, syntax)
    - Knowledge (background knowledge of mining, the "Golden Age")
    - Answers may vary; ask participants to support their claims with evidence from the text

Why Is the Shift of Complexity Important?

- The ability to comprehend complex text is the greatest differentiator of college readiness in reading (ACT, 2006)
- The gap between end of HS and college texts is 170 lexiles (> 4 grade levels) (MetaMetrics, 2012)
- Workplace reading exceeds grade 12 complexity significantly (Stenner et. al, 2012)

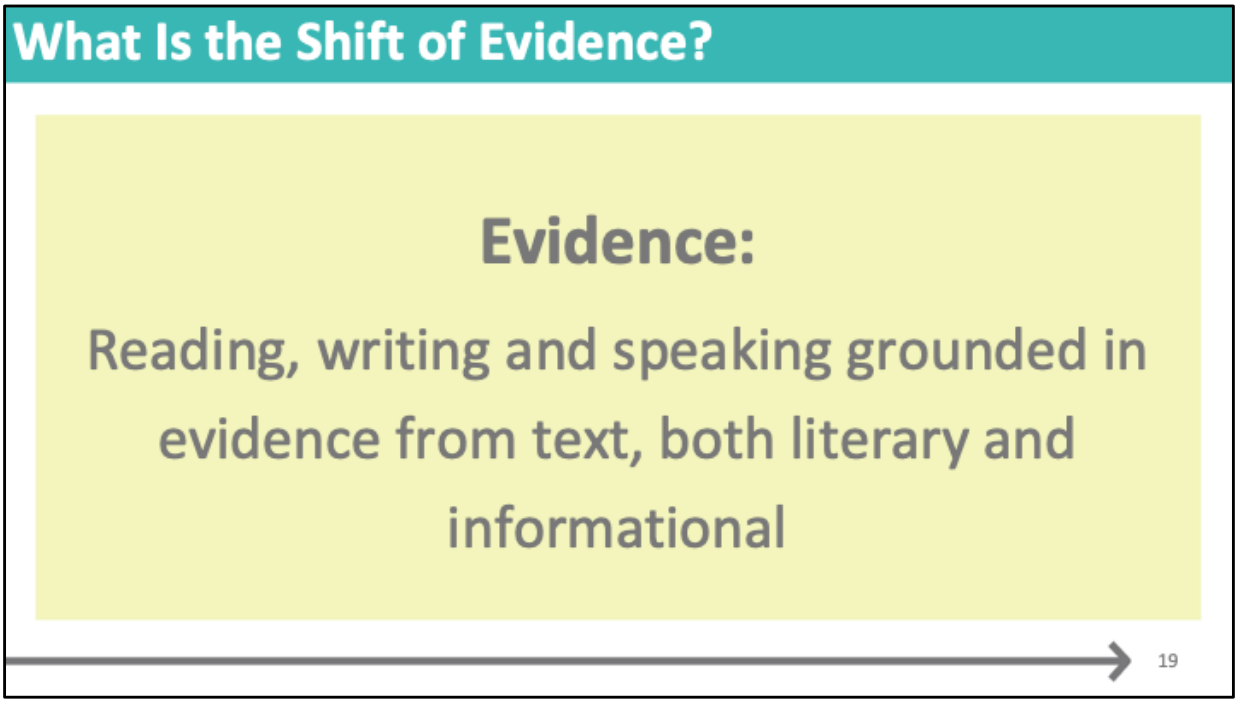
18

Time:
Duration: 2 minutes

Facilitator says: Why might we need to make this change? Research shows us that the ability to comprehend complex text is the greatest differentiator of college readiness in reading. However, in the past, the complexity of texts students must engage with in college and careers have far exceeded the complexity level of texts they read in high school. The "complexity" shift seeks to address and close this gap between what students are reading in school vs. college and careers.

Research Sources:

- ACT (2006). *Reading between the lines: What the ACT reveals about college readiness in reading.* Iowa City, IA: Author.
- Williamson, G. L., Koons, H., Sandvik, T., & Sanford-Moore, E. (2012). The text complexity continuum in grades 1-12 (MetaMetrics Research Brief). Durham, NC: MetaMetrics.
- Stenner, A. J., Sanford-Moore, E., & Williamson, G. L. (2012). The Lexile Framework for Reading quantifies the reading ability needed for "College & Career Readiness" (MetaMetrics Research Brief). Durham, NC: MetaMetrics.

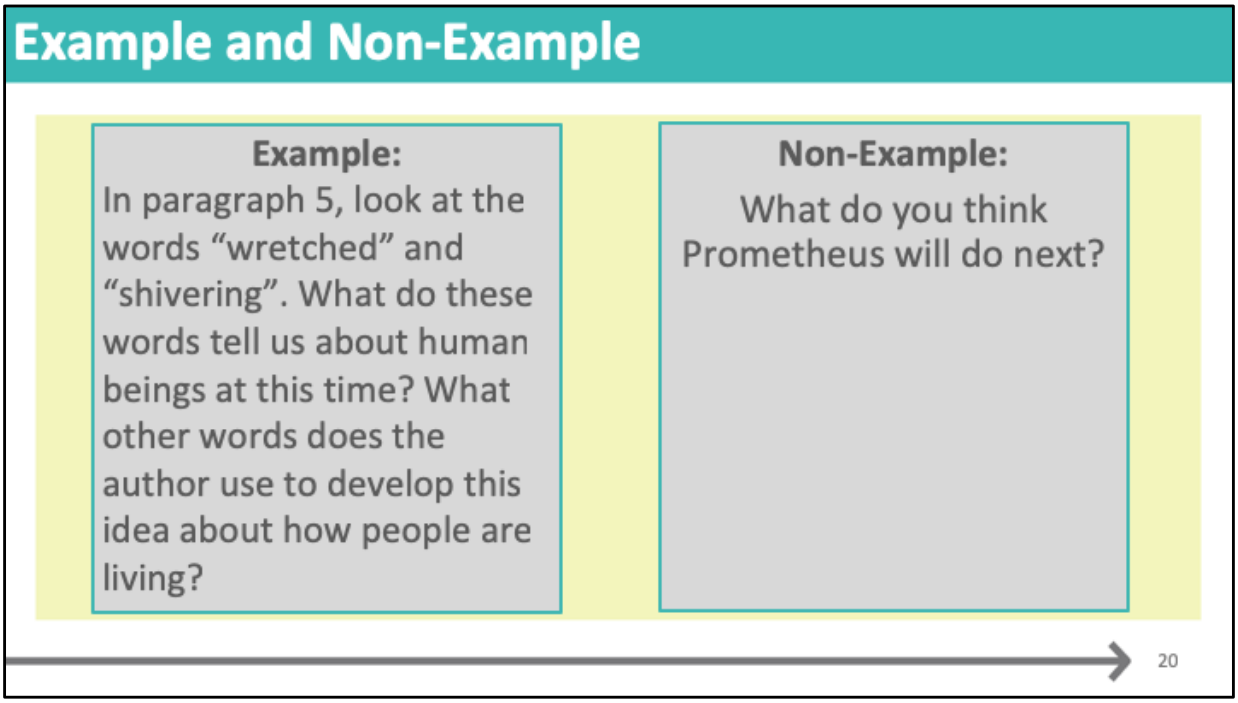


Time:
Duration: 1 minute

Facilitator says: Let's now move on to Shift #2: Evidence. What words did you underline?

Facilitator does: Ask a few people to share.

Facilitator says: Let's explore the core instructional change described in this shift.



Time:
Duration: 2 minutes

Facilitator says: Take a look at these two questions. The example is from the “post-shifts” experience and the non-example is from the “pre-shifts” lesson. What differences do you notice between these two questions?

Facilitator does: Provide wait time, then call on one or two people to share.

- Look for:
    - The first question requires students to have read and understood the text. They need to use evidence to form their answers.
    - The second question can be answered without a deep understanding of the text. It doesn’t require evidence.

What Types of Questions Require Evidence?

- Questions that can only be answered by carefully reading the text
- Questions are focused on the content of the text, rather than personal experiences or opinions.
- What about text to self?

21

Time:
Duration: 2 minutes

Facilitator says: So what types of questions require evidence? These are questions that cannot be answered without having read the text, and are focused solely on the content of the text (as opposed to personal experiences or opinions). Questions that are not based on the text can often create an illusion of mastery - students may be sharing insightful responses, but if they aren't based on the text then they aren't demonstrating understanding of the text.

Facilitator says: Some of you may be wondering – what about text-to self connections? I want to note that this shift does not mean banishing personal response to a text. Though not called for in the standards, there are times these responses and discussion are essential. **They are best done, however, AFTER the text is fully analyzed. At this point students' personal responses will be enhanced by what the text has to offer.**

Evidence in Our Experiential

Compare the questions asked in the two experientials

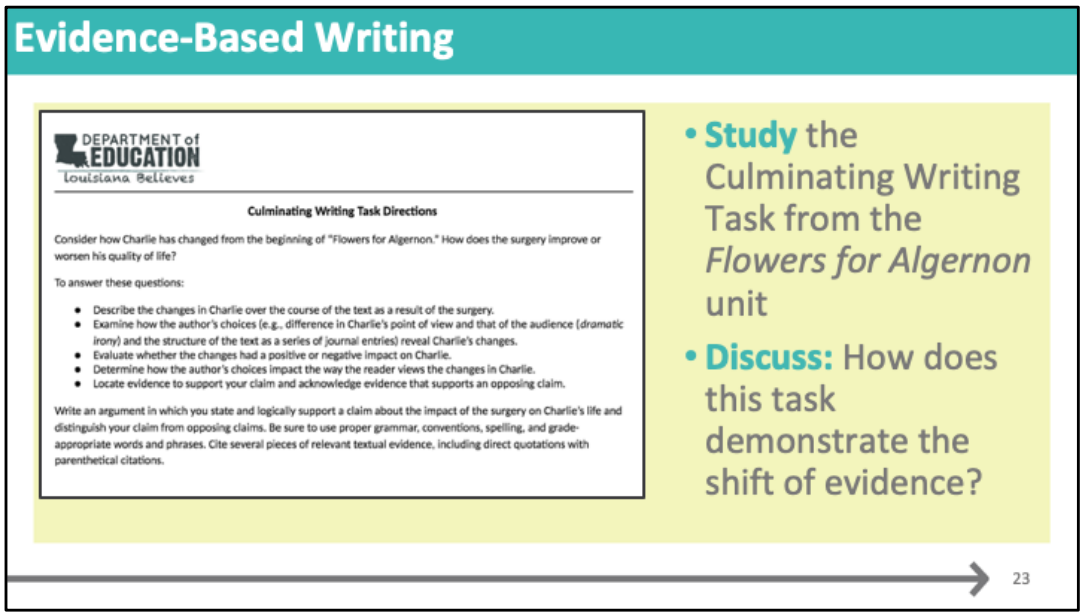
- What did you have to do or think about to answer the questions in the pre-shifts experience?
- What did you have to do or think about to answer the questions in the post-shifts experience?
- How did this difference affect your understanding of the text?

22

Time:
Duration: 7 minutes

Facilitator says: To illuminate the difference between ”pre-shifts” and “post-shifts” questioning, we’re going to compare the questions asked in the two experientials. As you compare the questions, consider the questions on the slide.

Facilitator does: Direct participants to their handouts (p. 7) where they can find a list of both sets of questions and space to answer the reflection questions. Provide work time. Afterwards, invite a few people to share out.



Time:
Duration: 5 minutes

Facilitator says: So what does evidence-based writing look like in the Guidebooks? To find out, study the Culminating Writing Task from the Flowers for Algernon unit. (p. 8 of handout)

Facilitator does: Provide 2-3 silent minutes to read. The task is in participants' handouts.

Facilitator says: Now, please discuss with your tables: how does this task demonstrate the shift of evidence?

Facilitator does: After partner/table talk, ask for a few people to share out. Emphasize the following look-fors as needed.

- Students are required to make and support an evidence-based claim using the text.
- Students cannot answer this question without a thorough and deep understanding of the text's meaning.

- Students must cite multiple pieces of relevant evidence including direct quotations.
- The question is not based on personal experience or opinion.

Why is the Shift of Evidence Important?

- Workplace and college writing requires knowledge and evidence
- Post-secondary instructors rated "identifying, evaluating, and using evidence to support or challenge the thesis" as one of the most important skills expected of incoming freshmen (CCSS, pg. 25, App A)

24

Time:
Duration: 2 minutes

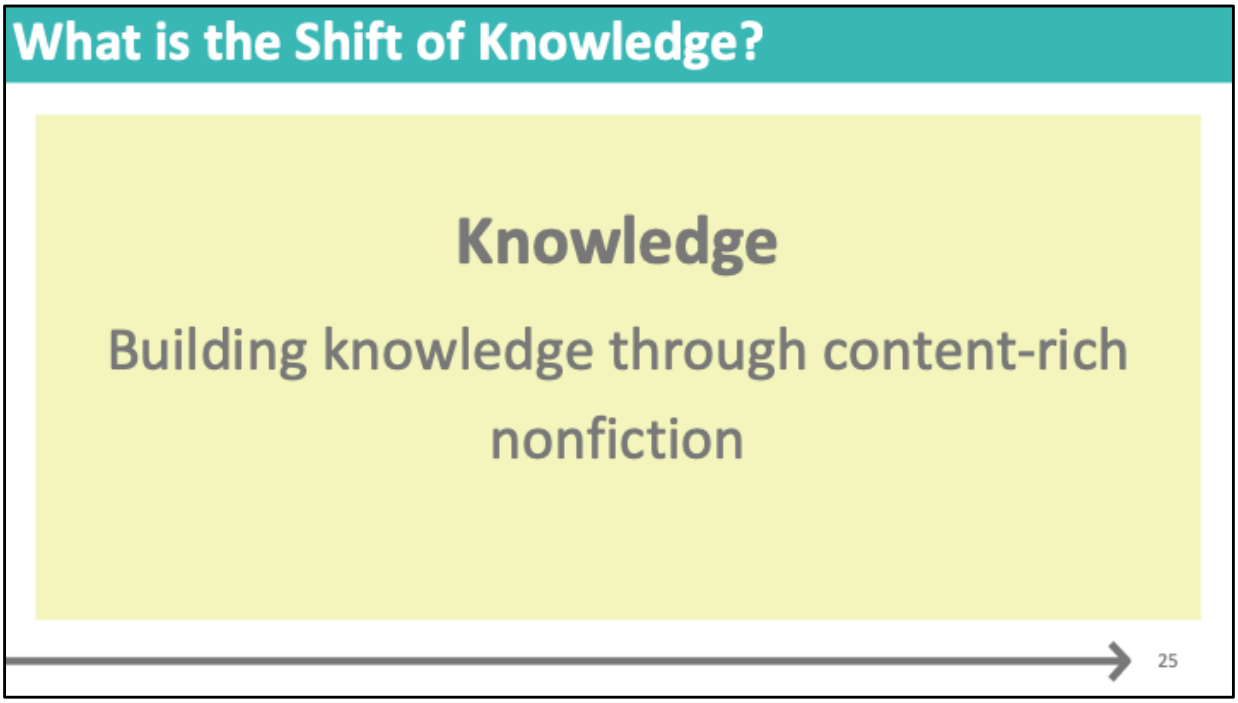
Facilitator says: So why is this evidence shift important? Most college and career writing requires to students to take a position or inform others by citing evidence from a text, not by providing personal opinions (see reference on pg. 25 of Appendix A). Across the grades, and even across the content areas, students need to develop the skill of grounding their responses in evidence from the text, both orally and in writing. Requiring students to use evidence can and should occur during oral discussions with read aloud in the youngest grades and continue across all grades and content areas.

Facilitator says: Currently, the focus is commonly to relate the text to yourself in narrative expressive pieces where students share their views on various topics. It is easier to talk about personal responses than to analyze what the text has to say, hence students - and teachers - are likely to engage in this type of dialogue before a text is fully analyzed. The unintended consequence of all of this is less time in the text and more outside the text. This tendency to move "outside the text" is problematic in any case, but far more so with complex text.

Facilitator says: Additionally, even when students are reading grade-level texts, they have too often been encouraged to write or discuss without having to use evidence from the text. Just because a kid READS below level doesn't't mean she's THINKING below level – we can't deprive her of the opportunity to participate because of her reading level - and she won't learn to do well otherwise.

Quote Source: National Governors Association Center for Best Practices, Council of Chief State School

Officers. (2010). Common Core State Standards: Appendix A. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School.

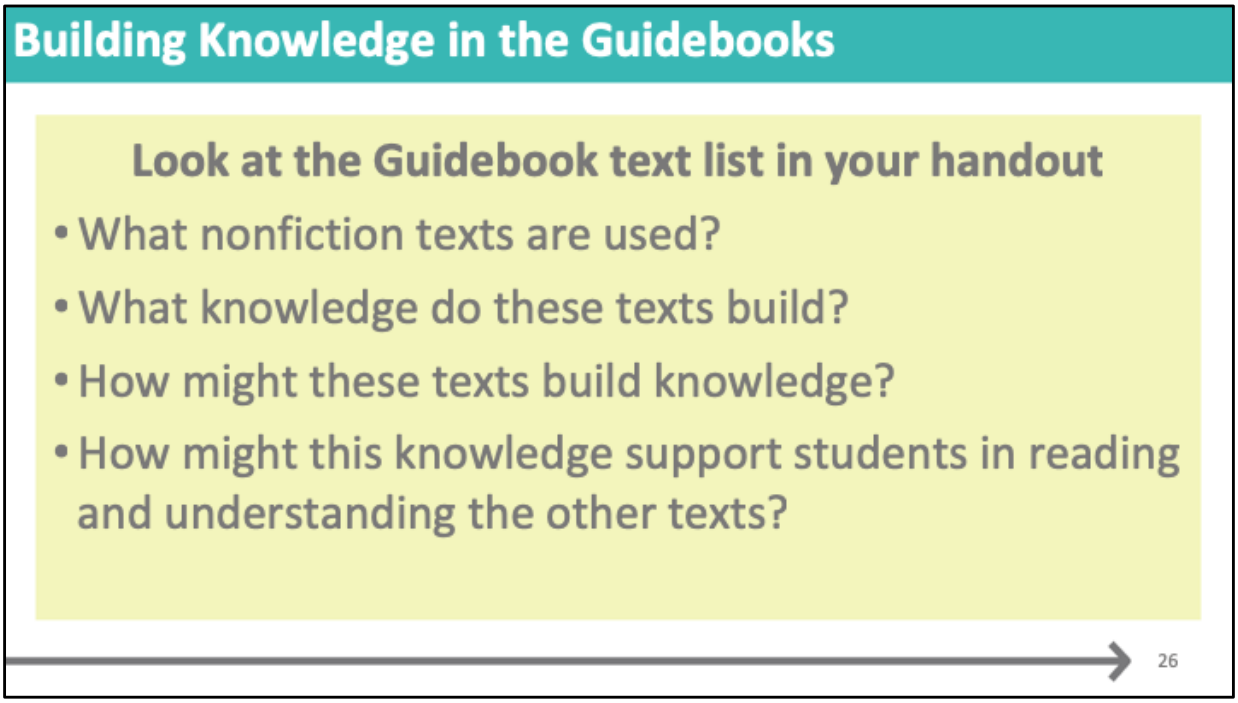


Time:
Duration: 1 minute

Facilitator says: Finally, let's explore the third shift: knowledge. What words did you underline?

Facilitator does: Ask for a few people to share.

Facilitator says: Let's explore the core instructional change described in this shift.



Time:

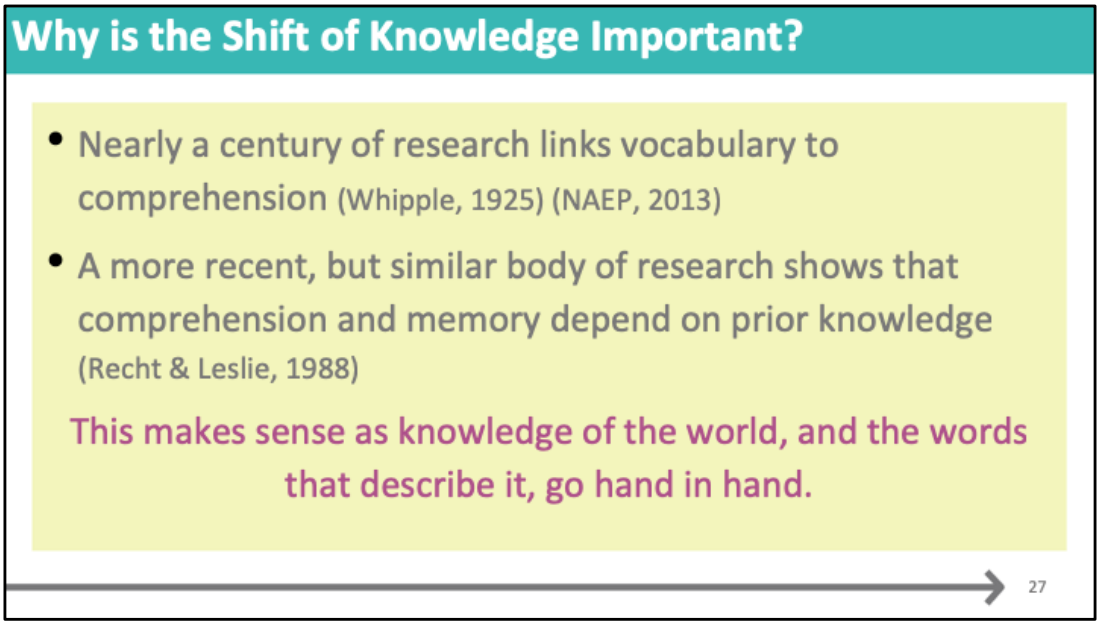
Duration: 8 minutes

Facilitator says: Let's explore how the Guidebook units are designed to build knowledge. Take a few minutes and look at a sampling of Guidebooks texts provided in your handout (p. 9-10). Notice what nonfiction texts are used, and consider how these texts might build knowledge.

Then, take 4 minutes to discuss the questions on the slide at your table.

Facilitator does: Ask participants to share our their thoughts about the last question on the slide. The key idea here is that building knowledge from one text can impact the reading and comprehension of other texts.

Important note: The text lists in the handout were excerpted from the full text set list available on Learnzillion (http://www.louisianabelieves.com/docs/default-sou…).



Time:
Duration: 2 minutes

Facilitator says: Take a minute to read the research findings on the slide.

Facilitator does: Provide a minute of wait time.

Facilitator says: The connection between background knowledge and comprehension and vocabulary is well known and pretty obvious. But we have been feeding kids KWL (know-wonder-learn) charts and lists of vocabulary words and expecting osmosis to do the rest. However, we know that this is not enough, which is what makes the shift of knowledge that much more important.

Research Sources:

- Hart, B. & Risley, T. (1995). *Meaningful Differences in the Everyday Experience of Young American Children.* Baltimore: Paul H. Brookes Publishing.
- National Center for Education Statistics (2012). The Nations Report Card: Vocabulary Results From the 2009 and 2011 NAEP Reading Assessments. Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

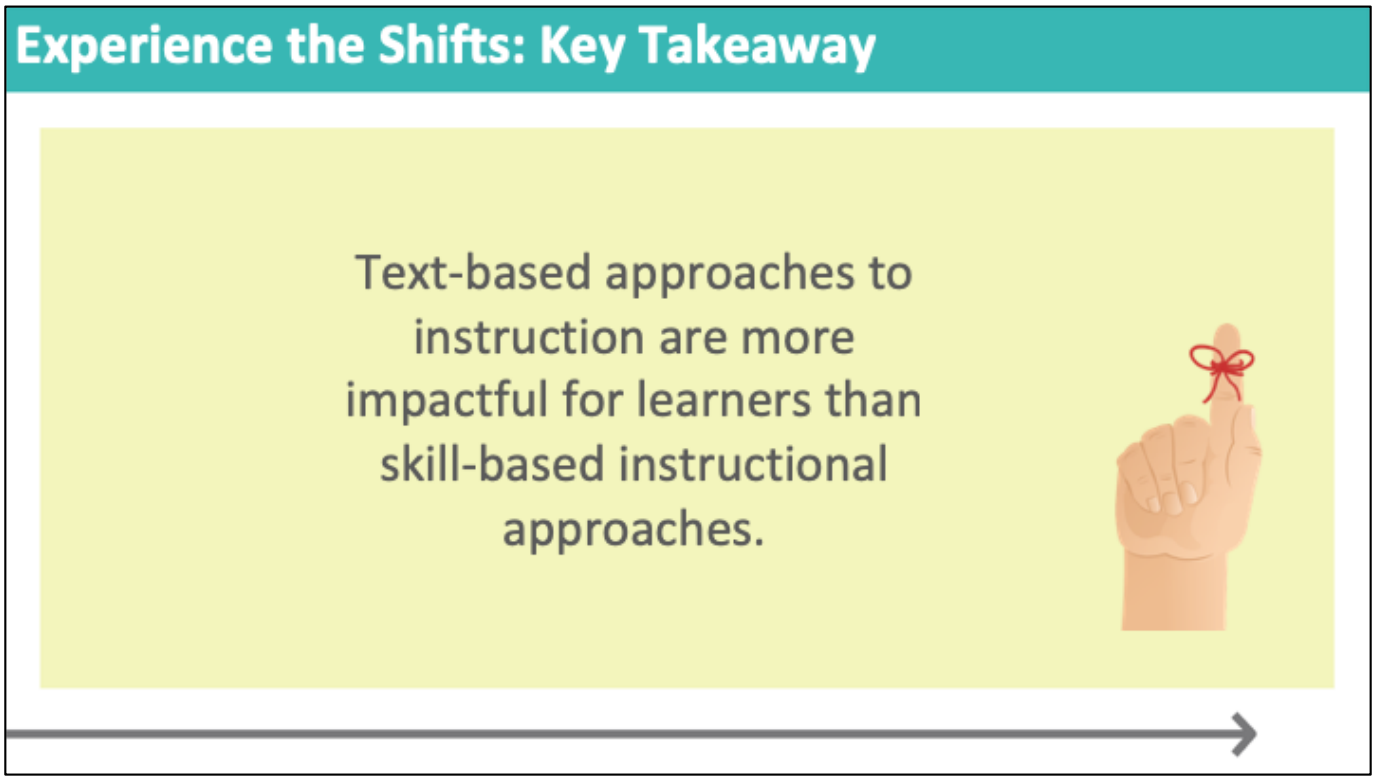
- Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. Journal of Educational Psychology, 80(1), 16.
- Whipple, G.M. (1925). Report of the National Committee on Reading, IL: Public School Publishing.

Connect the Learning

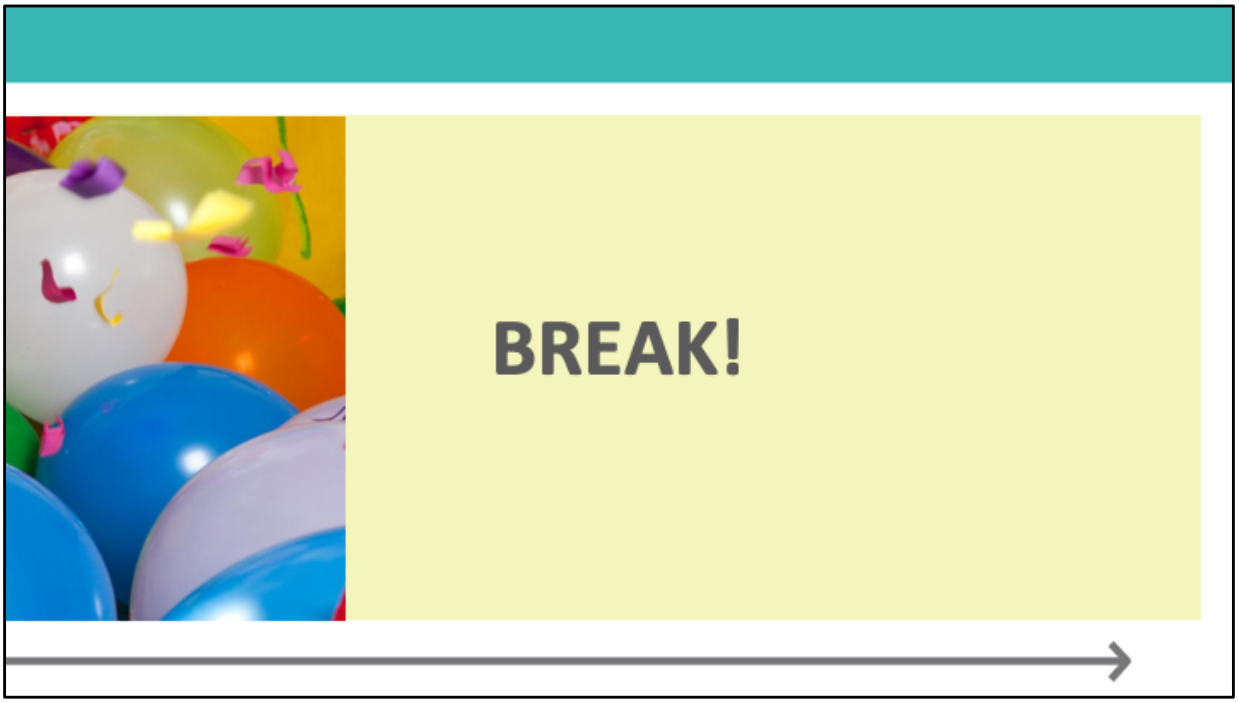
- How will deepening your understanding of the ELA instructional shifts improve your teaching?
- How will deepening your understanding of the ELA instructional shifts increase your impact as a mentor?

28

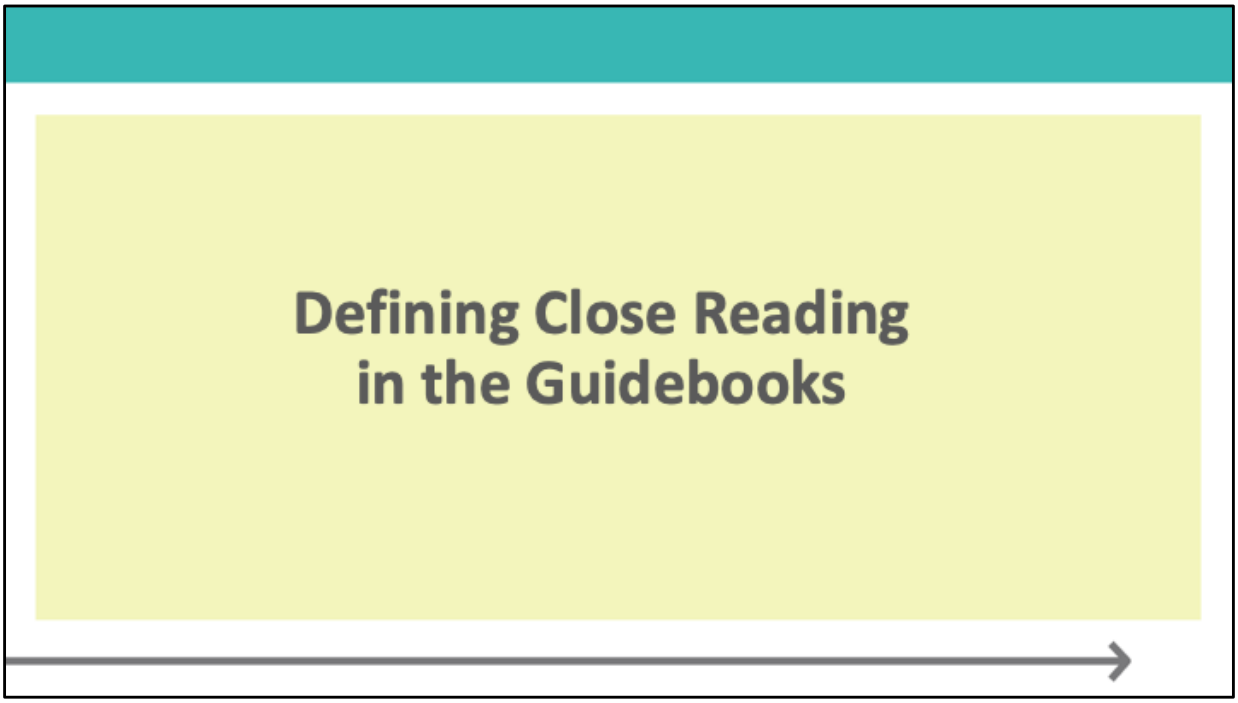
- **Duration:** 3 minutes
- **Facilitator says:** To connect this portion of the morning's learning, please jot down your thoughts to these two questions in your handout on p. 11.



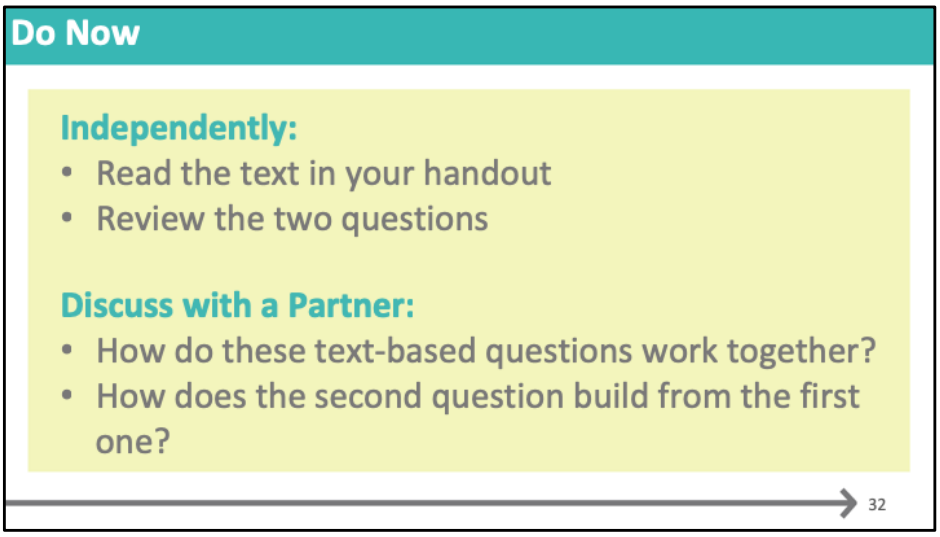
- **Duration**: 1 minute
- **Facilitator says**: So we've now experienced and learned that...
- **Facilitator does:** Read slide



- **Duration**:15 minutes (10:00 – 10:15)



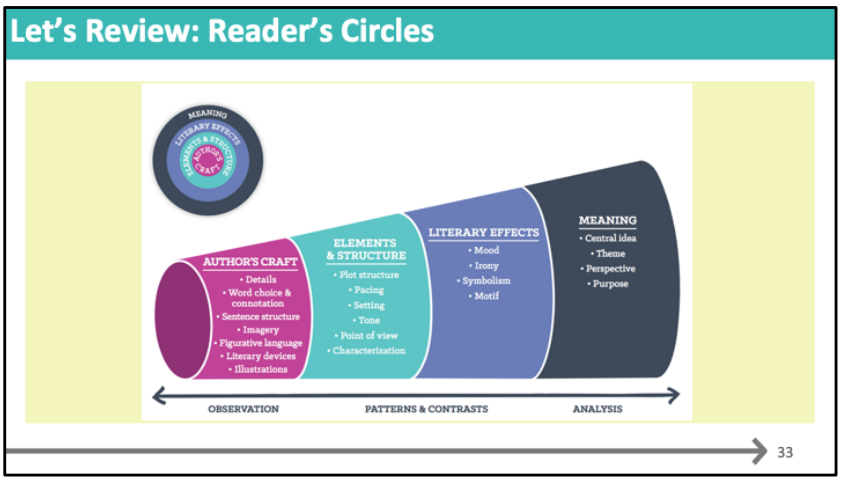
- **Duration**: 30 seconds
- **Facilitator says:** Now we are moving into our final portion of this morning's content, defining close reading in the guidebooks.



Time:
Duration: 5 minutes

Facilitator does: Direct participants to the text and questions in the Do Now section of their handout (p. 12)**.** Provide a minute of independent review time, then click to reveal the discussion prompt and have participants discuss with a partner. Afterwards, check for understanding by inviting people to share with the whole group.

Look for:
- The first question provides a scaffold for the second question. Identifying the setting of the poem (Christmas Eve, in a cozy home with stockings hung up, etc.) prepares readers to correctly identify the poet's tone.



Time:
Duration: 3 min

Facilitator says: Let's take a moment to review this concept.

Facilitator does: Direct participants to review the Reader's Circles graphic in their handout (p. 13) and prompt them to think about how they would describe the Reader's Circles. Note that there is space in their handout beneath the graphic to jot down some of their ideas because in a moment they will be sharing with a partner.

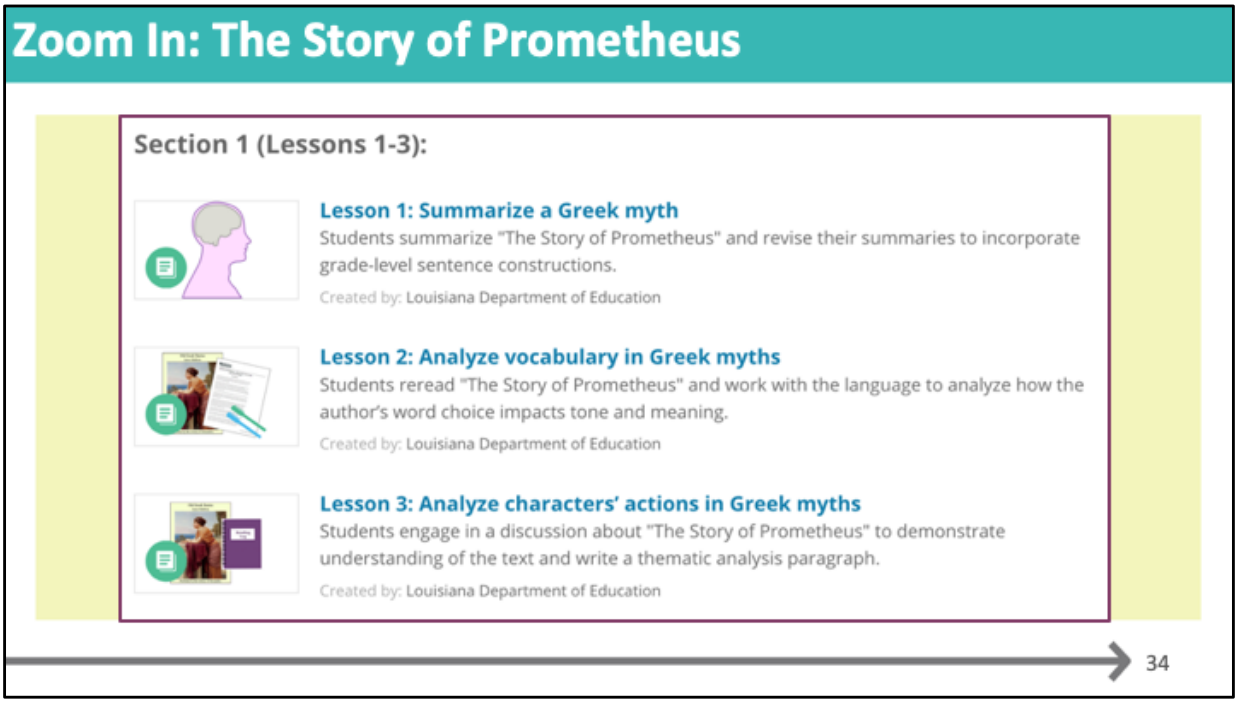
Facilitator says: Now turn and talk: What are Reader's Circles?

Facilitator does: Invite participants to share out with the whole group afterwards. Look for/emphasize:

- The Reader's Circles are the Guidebooks' approach to close reading
- Way of breaking down the steps in the reading process to support students in reading and understanding complex texts
- Students will engage in multiple readings of a text
- Each reading = a different lens

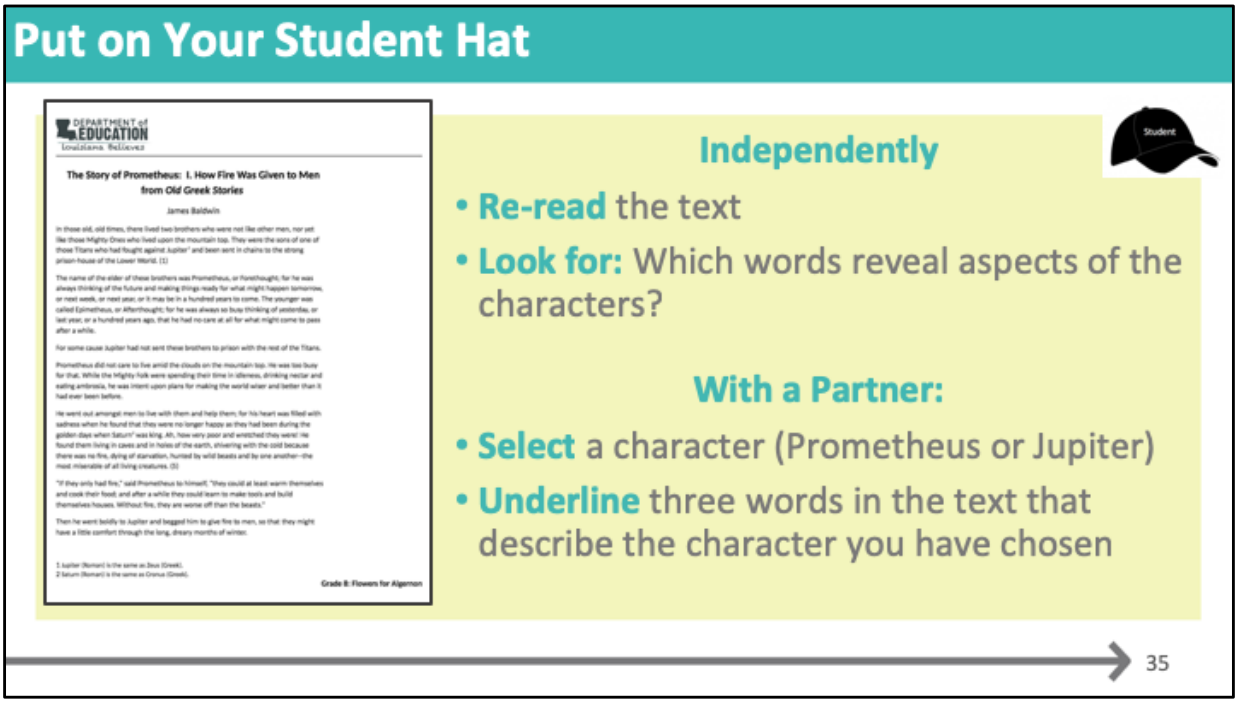
- Makes the thinking process explicit for students so they can transfer this process to texts they read on their own
- A move from literal to more abstract thinking
- Compare this to a telescope – helping the reader focus their lens as they read a text to ultimately see/uncover the true meaning of the text.

Image Source: *ELA Guidebooks 2.0*



Duration: 30 seconds

Facilitator says: We're going to work with the Flowers for Algernon unit as an example. The first text in this unit is The Story of Prometheus. We'll explore how the lessons for this text use the Readers Circle to build understanding. It's important to note that in the Flowers for Algernon unit, the first three lessons are dedicated to students reading and understanding The Story of Prometheus. For our purposes, since we don't have three days to do this – we are going to modify these three lessons so you can experience the Reader's Circles with this Guidebook text in the short amount of time we have together today. We are going to toggle back and forth between putting on our student hat and our teacher hat. You will experience part of the Reader's Circles as a student and then immediately step out to analyze it from a teacher's perspective.



Time:
Duration: 8 minutes

Facilitator says: Put on your student hat! We are going to experience the Reader's Circles using The Story of Prometheus just as students would based on how these lessons are laid out in the Guidebooks.

Facilitator does: Review directions – have participants re-read independently with a lens for which words reveal aspects of the characters. The stories are located in the handout on p. 14-18.

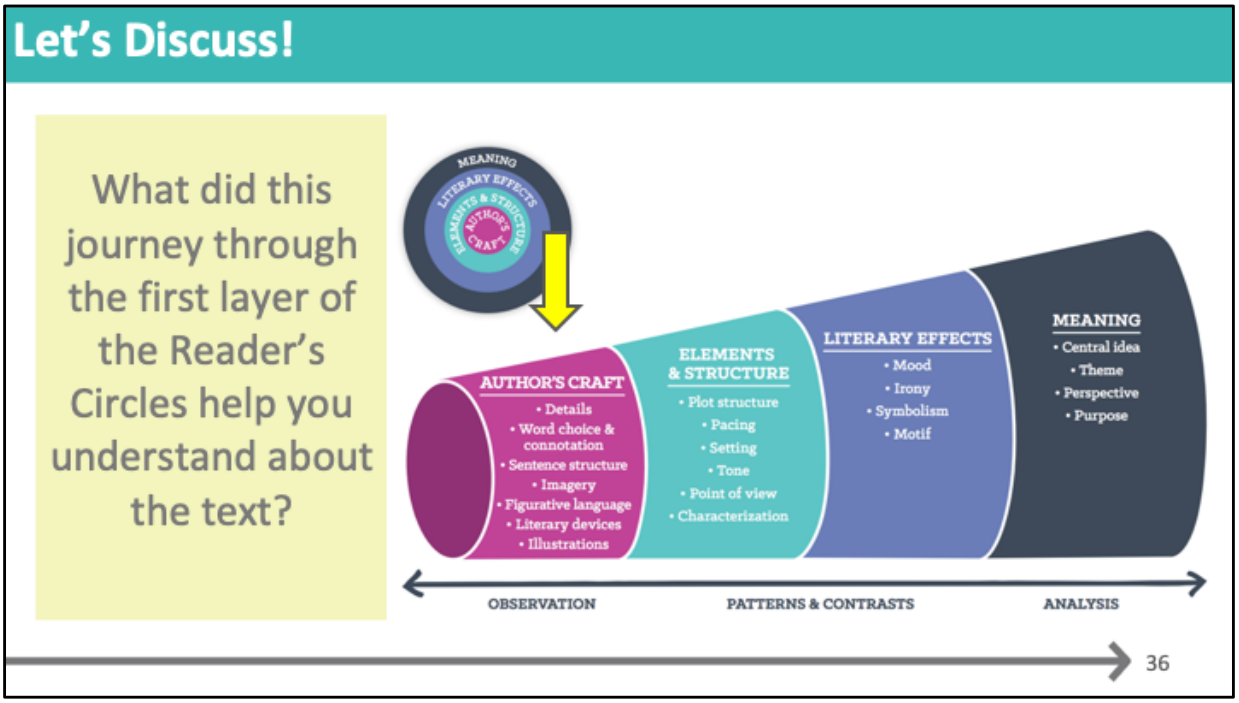
Facilitator does: After a few moments, click to reveal the next set of directions and have participants work with a partner to select one character and underline three words in the text that describe that character/reveal aspects of the personality.

Facilitator does: Invite participants to share out words they identified for each character with the whole group.

Look for:

- Words that describe Prometheus: forethought, intent, hastened, and boldly
- Words that describe Jupiter: punish, puny, tyrant, or distress

Image Source: Public Domain

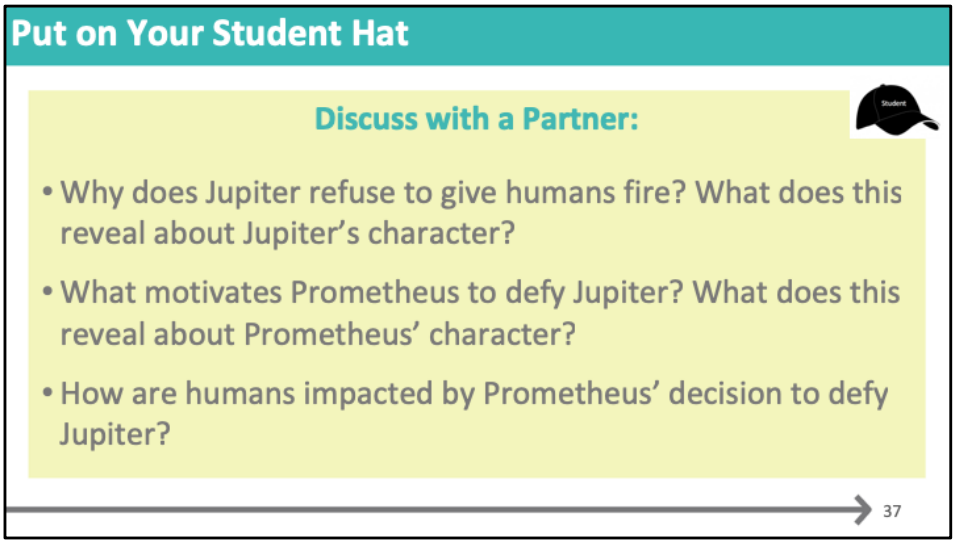


Time:
Duration: 3 min

Facilitator says: Now step out of your students' shoes and put your teacher hat back on. Think for a bit about the experience you just had. What did this journey through the first part of the Readers Circle help you understand about the text?

Facilitator does: Invite participants to share out with the whole group.

Image Source: ELA Guidebooks 2.0



Time:
Duration: 4 minutes

Facilitator says: Put your student hat back on, let's continue our journey through the Reader's Circles!

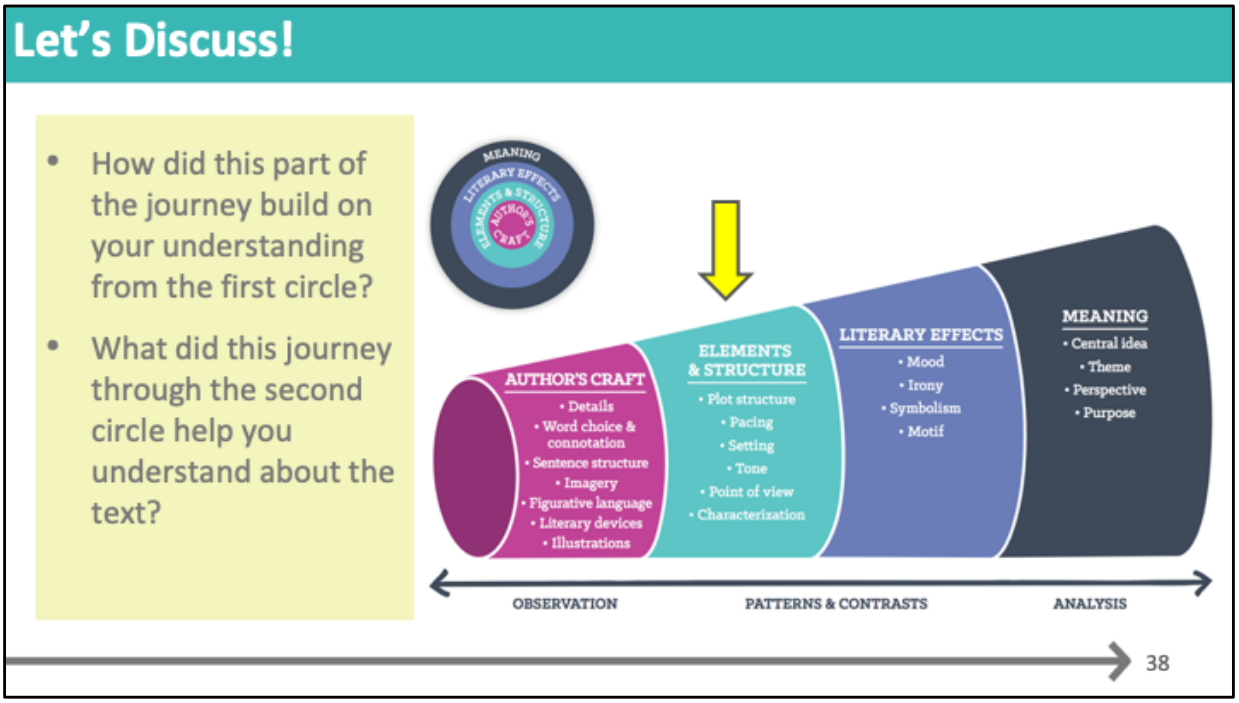
Facilitator does: Direct participants to these questions in their handout (p. 19) and the space provided to recorded the notes from their discussion.

Look for:
- Jupiter refuses to give humans fire because he is afraid of losing control. Jupiter fears that humankind will gain knowledge and take over the Mighty Ones. This reveals that Jupiter is worrisome and not overly confident. He also is lazy and is squandering everything.
- Prometheus is upset that humankind is in such a bad condition. He remembers what it was like when Saturn was king of the gods, and Jupiter, the tyrant, is ruling in a way that is ruining humankind. Prometheus wants to help humans and return happiness/health to them. It shows he detests the laziness of the gods and is caring and protective of the humans.

- Humans benefit from Prometheus's decision to defy Jupiter. They gain fire and Prometheus teaches them how to cook and protect themselves and make tools. They become more civilized and happy once again.

Source: ELA Guidebooks 2.0

Image Source: Public Domain



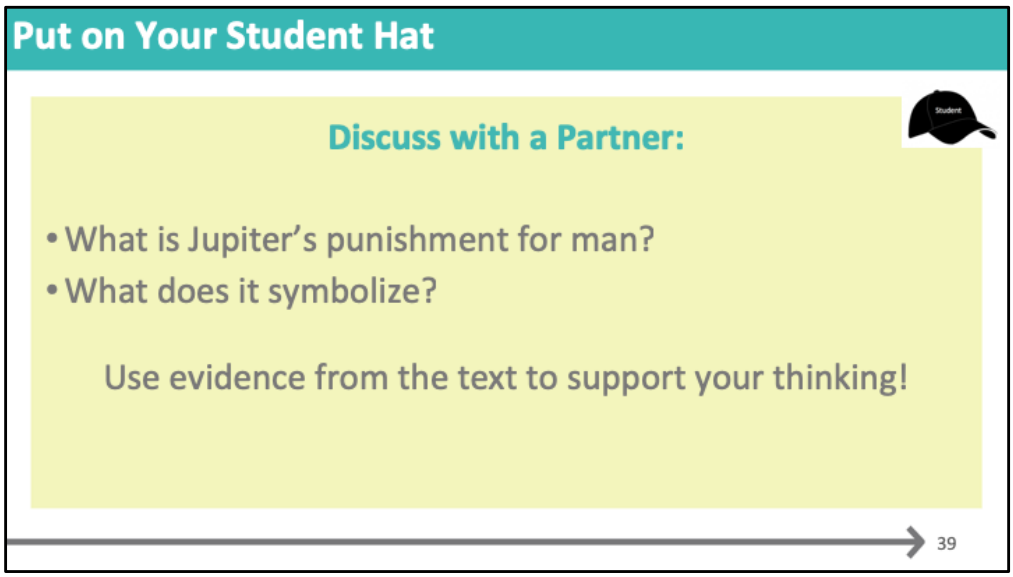
Time:
Duration: 4 minutes

Facilitator says: Now step out of your students' shoes and put your teacher hat back on.

Facilitator does: Review reflection/discussion questions and have participants think-pair-share before discussing as a whole group.

Look for:
- In the first circle we attended to specific words the author used to describe characters. This part of the journey builds because we begin to analyze character motivations and their impact on the plot more deeply.
- These questions in the second circle help us understand the characterization of both Prometheus and Jupiter. It also helps us understand how both characters' actions impact the humans.

Image Source: ELA Guidebooks 2.0



Time:
Duration: 4 minutes

Facilitator says: Put your student hat back on, let's continue our journey through the Reader's Circles!

Facilitator does: Direct participants to these questions in their handout (p. 20) and the space provided to record the notes from their discussion.

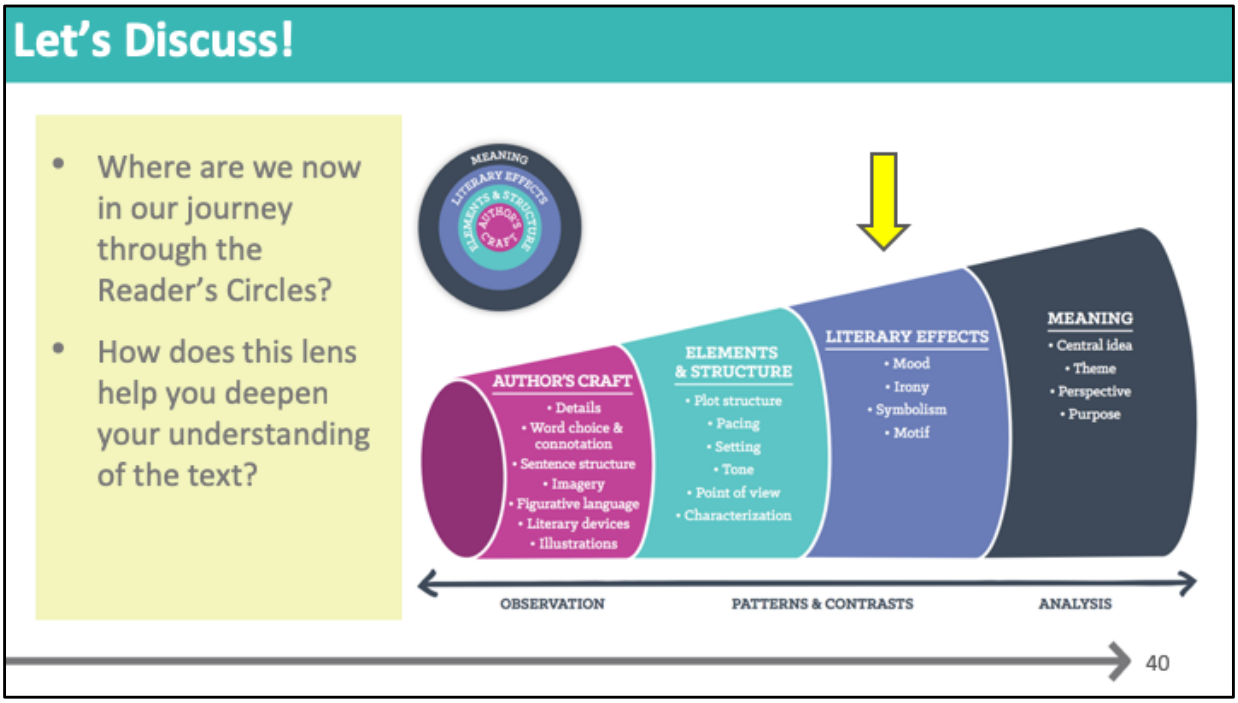
Look for:

- Jupiter's anger and fear after he realizes what Prometheus has done leads him to seek revenge. He develops a clever plan to ruin the happiness of humankind forever. He creates a beautiful woman, Pandora, and sends her to earth with a box. He tells her not to open the box, but her curiosity leads her to open it anyway. In doing so, she releases pain, worry, and death, into the world. Only Foreboding stays inside, which allows humans to maintain some happiness.
- The punishment symbolizes the dangers humans encounter when they upset the natural order of things. Humans are ultimately flawed, and Pandora's box represents what results when humans try to gain control or knowledge of the gods when they have no claim to either.
- Possible evidence:
    - "These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household."
    - "The name of this creature was Foreboding, and although he was almost half out of the

casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived."

Source: ELA Guidebooks 2.0

Image Source: Public Domain



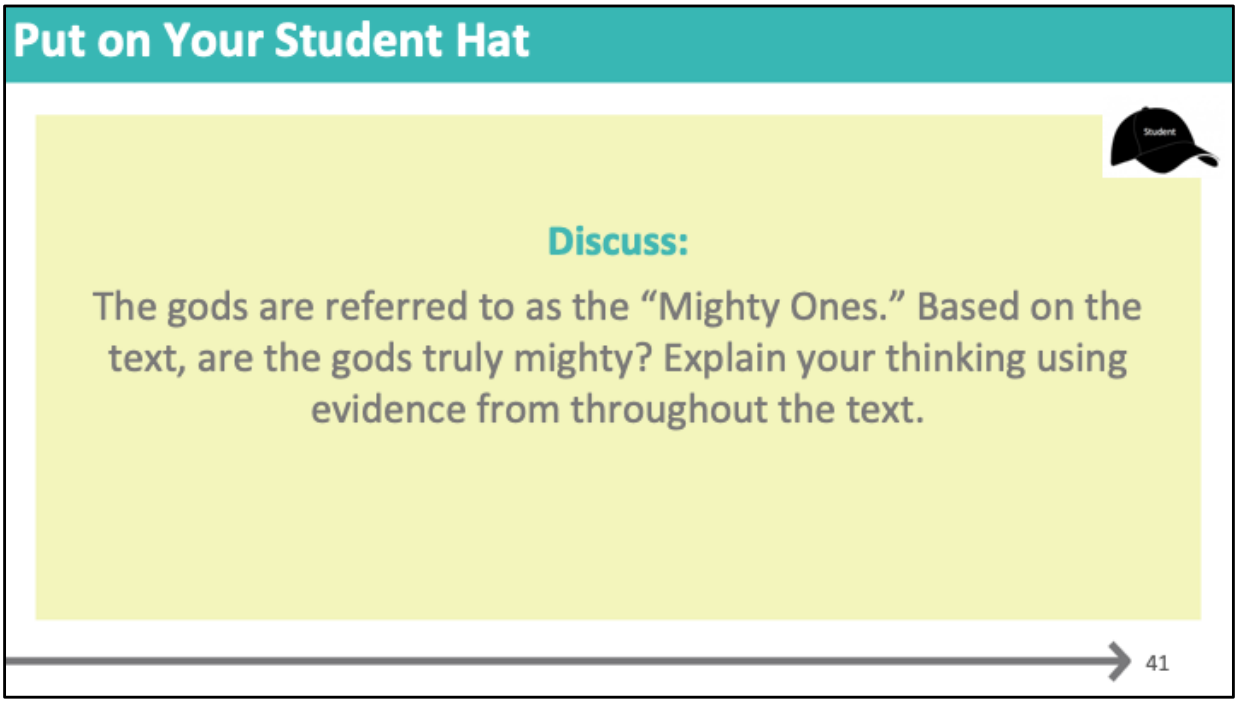
Time:
Duration: 4 minutes

Facilitator says: Now step out of your students' shoes and put your teacher hat back on. Let's start by thinking about where we are in our journey through the Reader's Circles. Which circle are we in? How do you know?

Look for:
- We are in the third circle (Literary Effects) and we know because the question is prompting us to think about symbolism in the text.

Facilitator does: Click to reveal yellow arrow and confirm/clarify as needed.

Facilitator does: Ask the last question on the screen and invite participants to share their thinking with the whole group.

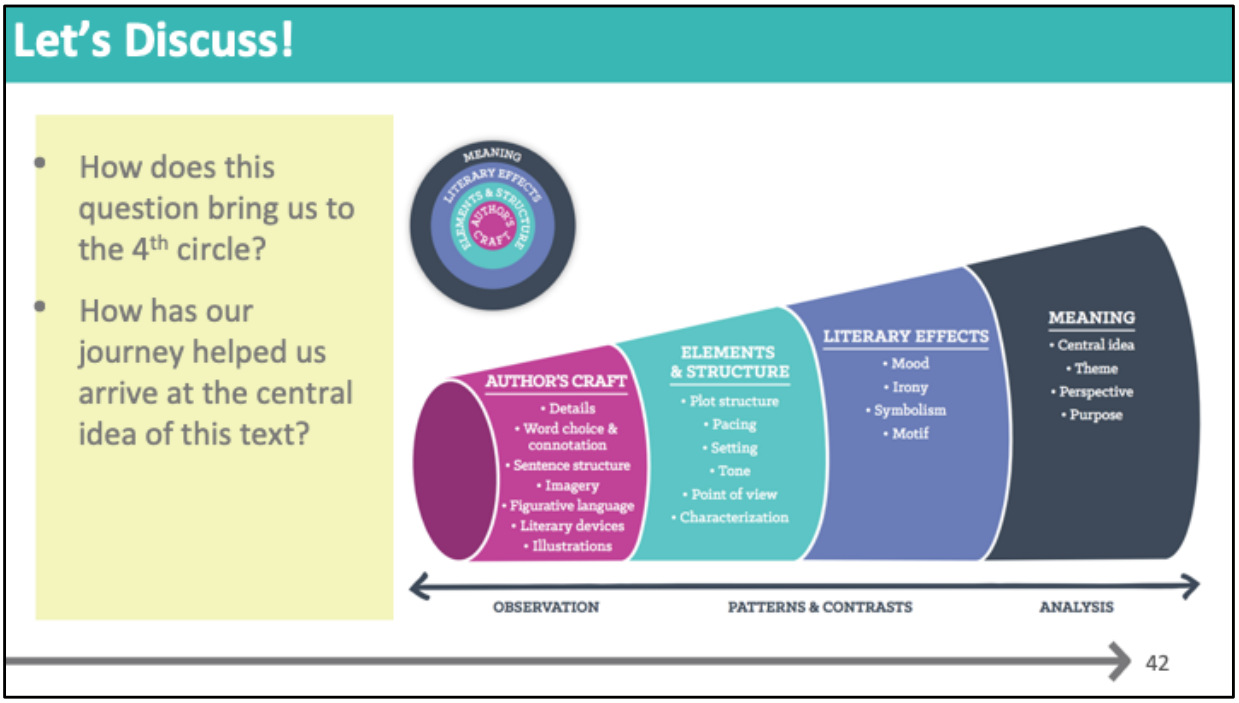


Time:
Duration: 4 minutes

Facilitator says: We are almost done with our journey through the Reader's Circles. With your partner, discuss this final question about the text. Be sure to give evidence from the text to support your reasoning.

Facilitator does: Direct participants to these questions in their handout (p. 21) and the space provided to recorded the notes from their discussion.

Look for:
- The quotation reveals that Jupiter doesn't want good things for humans and that he is really weak. He is only considered "mighty" because he keeps humans poor and ignorant. Jupiter fears the humans gaining fire because he knows once they have knowledge and health, he will no longer have power. Jupiter resorts to tricks to keep the humans from gaining knowledge.
- Evidence will vary, but all claims must be supported by details or quotes.



Time:
Duration: 4 minutes

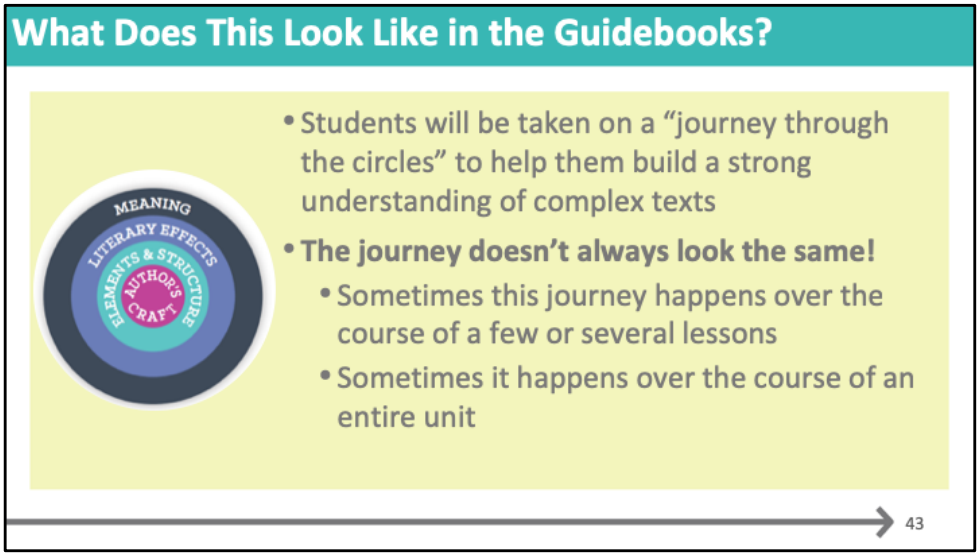
Facilitator says: Now step out of your students' shoes and put your teacher hat back on. Take a moment to discuss these two questions at your table groups.

Facilitator does: Provide discussion time, then invite 2-3 participants to share out with the whole group.

Look for:

- This question brings us to the 4th circle because it pushes us to think about the text's broader meaning.
- The first layer was critical because without a literal understanding of the author's words, we cannot analyze deeper meaning. Our analysis of characterization and the symbolism of their actions in layers 2 and 3 helped us arrive at this central idea by giving us the opportunity to compare Jupiter's tyranny with Prometheus's empathy and desire to help. The contrast between these characters and the impact of their actions reveals this central idea.

Image Source: ELA Guidebooks 2.0



Time:
Duration: 1 minute

Facilitator says: The reading instruction in the Guidebooks uses the Reader's Circles as a foundation. Although it will look different depending on the grade level and text, students will always be taken on a "journey through the circles" to help them build strong understanding of the complex text they are reading.

You might be wondering…will the journey through the Reader's Circles in these Guidebooks always look the same?

Facilitator does: Click to reveal the next set of bullets.

Facilitator says: NO…….The journey through the Reader's Circles will look different. That will depend on:
• the grade level
• the text itself
• the purpose for reading the text

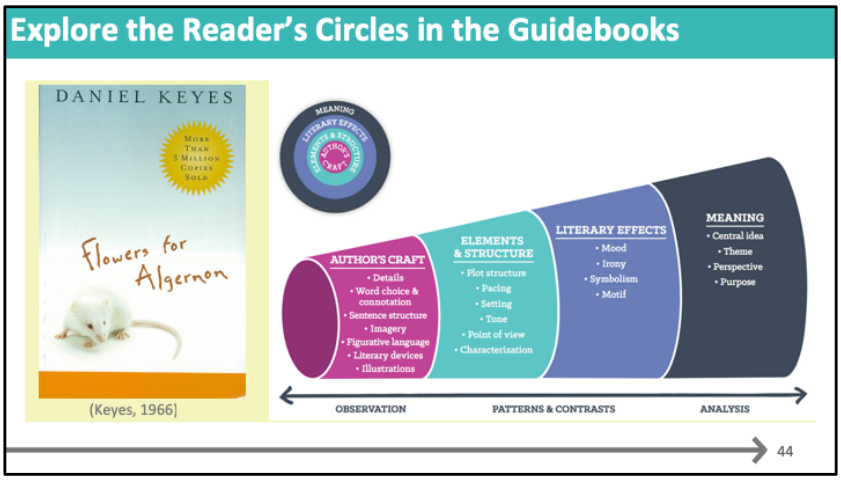
Facilitator says: You may see this journey unfold over a few or several lessons, or even over the course of an entire unit when it comes to the anchor text. It's important to point out that you won't necessarily see this journey from start to finish (i.e. moving through all 4 circles) in a single lesson! Since many supplemental texts in our units have multiple reads and multiple lessons, you will see this

journey unfold throughout a sequence of lessons.

Although it will look different depending on the grade level, text, and purpose, students will **always** be taken on a "journey through the circles" to help them build **strong understanding** of the complex text they are reading. Think of these reader's circles as a framework, a guiding principal – not a rigid set of rules!

Key Point: You won't necessarily move through all of the Reader's Circles in one single lessons – this typically happens over the course of a sequence of lessons.

Image Source: ELA Guidebooks 2.0



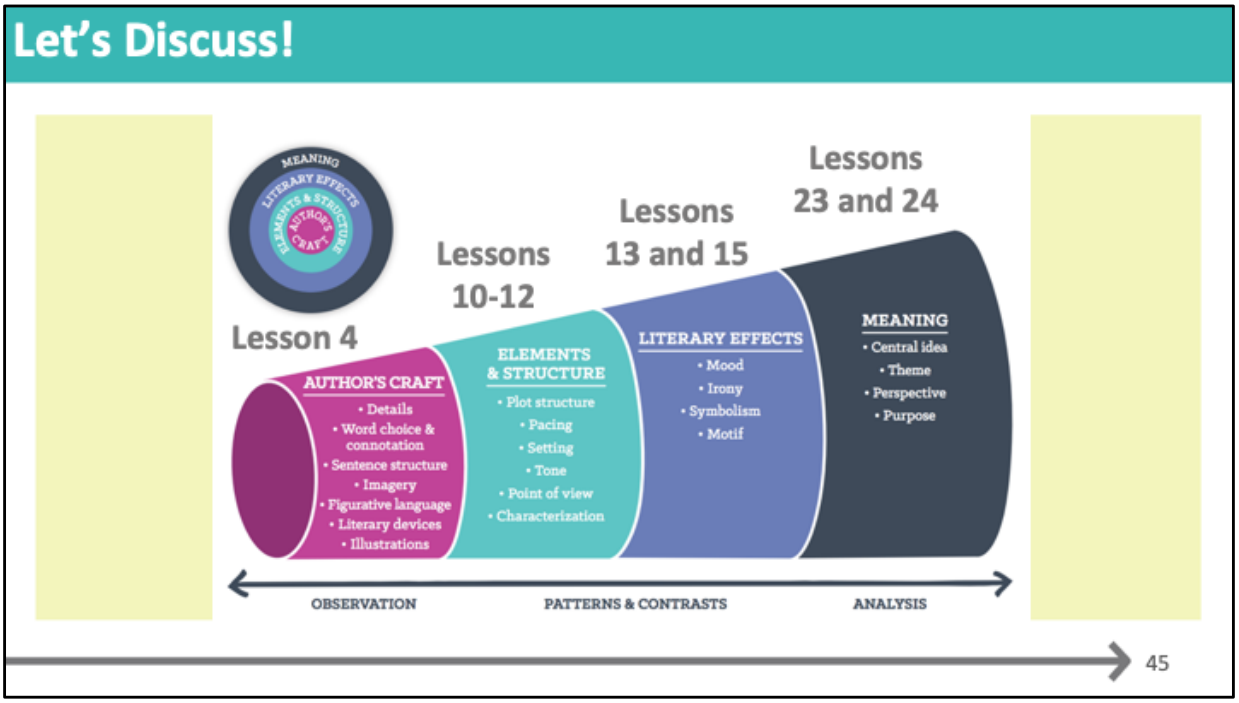
Time:
Duration: 7 minutes

Facilitator says: Now that we've seen what this looks like with a single supplemental text, let's explore what this looks like when the journey unfolds throughout an entire unit to deepen understanding of the anchor text.

Facilitator does: Review directions and give each table group the handouts (p. 22-37). Circulate during work time.
Note: You'll need to give one set of handouts to each table**.** Within these handouts are large screenshots of lesson slides from the following lessons (see look fors above):

- Lesson 4
- Lesson 10
- Lesson 11
- Lesson 12
- Lesson 13
- Lesson 15
- Lesson 23
- Lesson 24

Source:

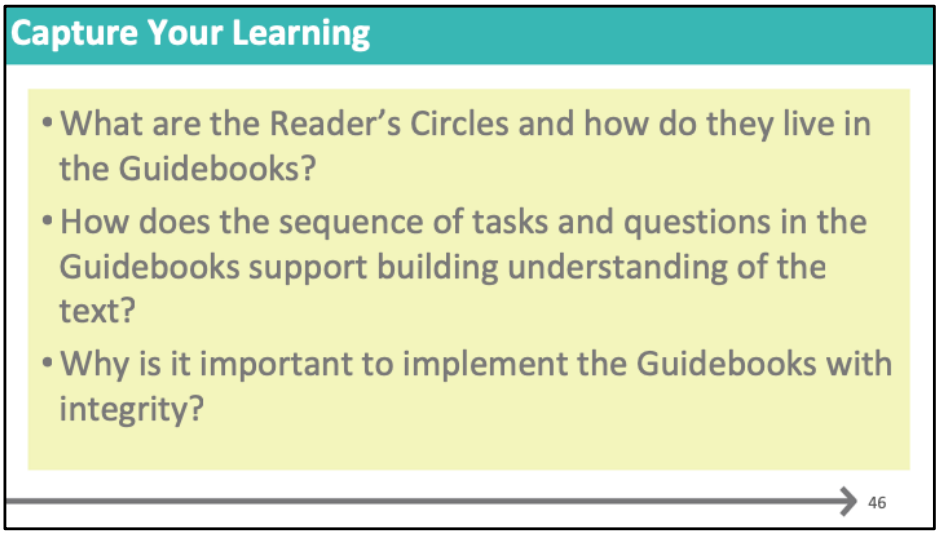


Time:
Duration: 2 minutes

Facilitator does: Facilitate whole group debrief. Click to reveal placement of each lesson (do this either as people share, or afterwards to round out the responses).

Look Fors:

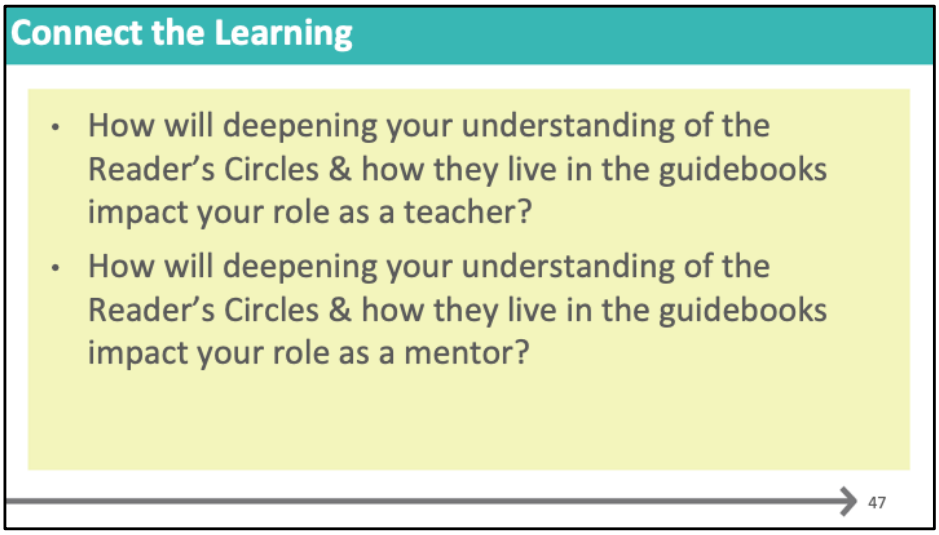
- Lesson 4: 1st circle - Author's Craft (details and word choice – identify words that describe Charlie)
- Lessons 10-11: 2nd circle – Elements and Structure (characterization – deepening understanding of Charlie's character)
- Lesson 12: 2nd circle – Elements and Structure (plot structure – analyzing how the structure of the text organized in progress reports reveals aspects of Charlie's character and unfolds the plot)
- Lessons 13 and 15: 3rd circle- Literary Effects (analyze irony in the text)
- Lessons 23 and 24: 4th circle - Meaning (determine a theme and analyze its development over the course of the text)



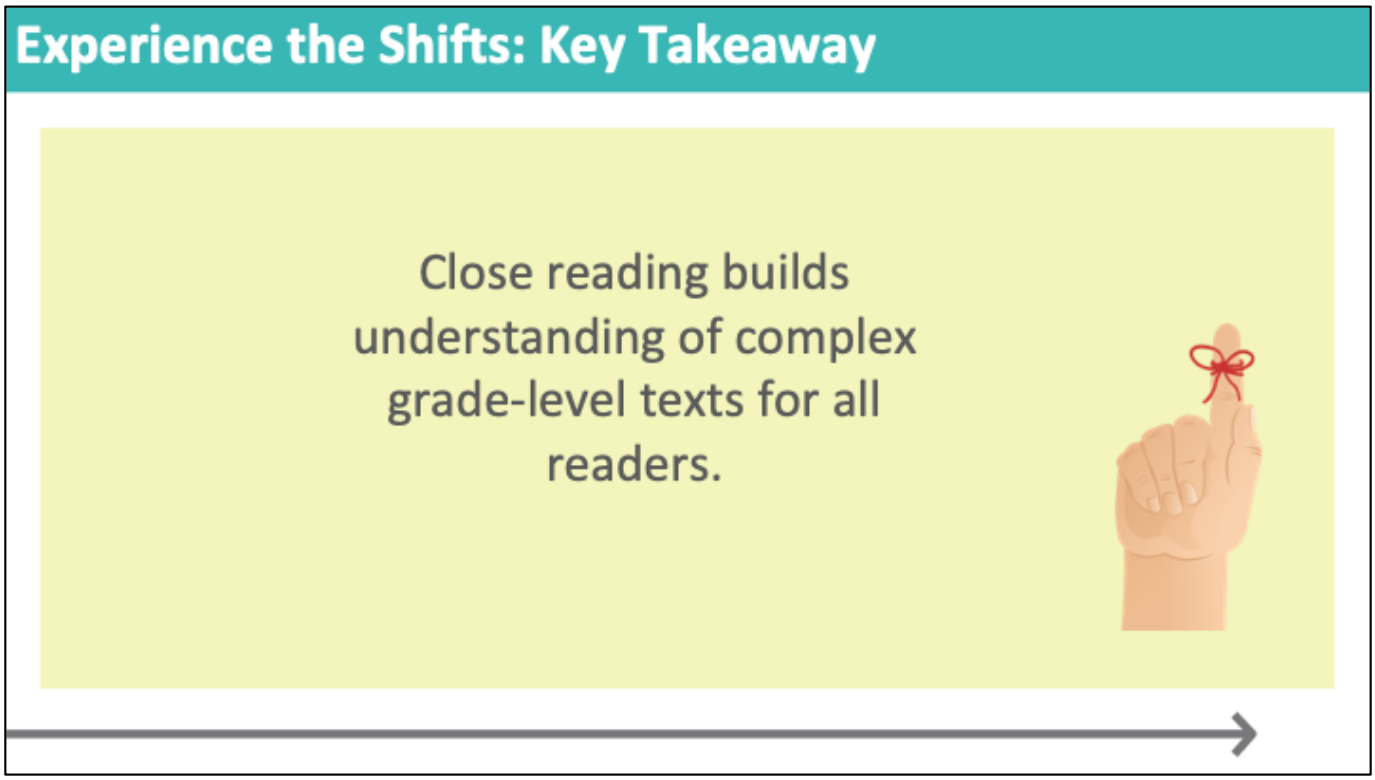
Time:
Duration: 5 minutes

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

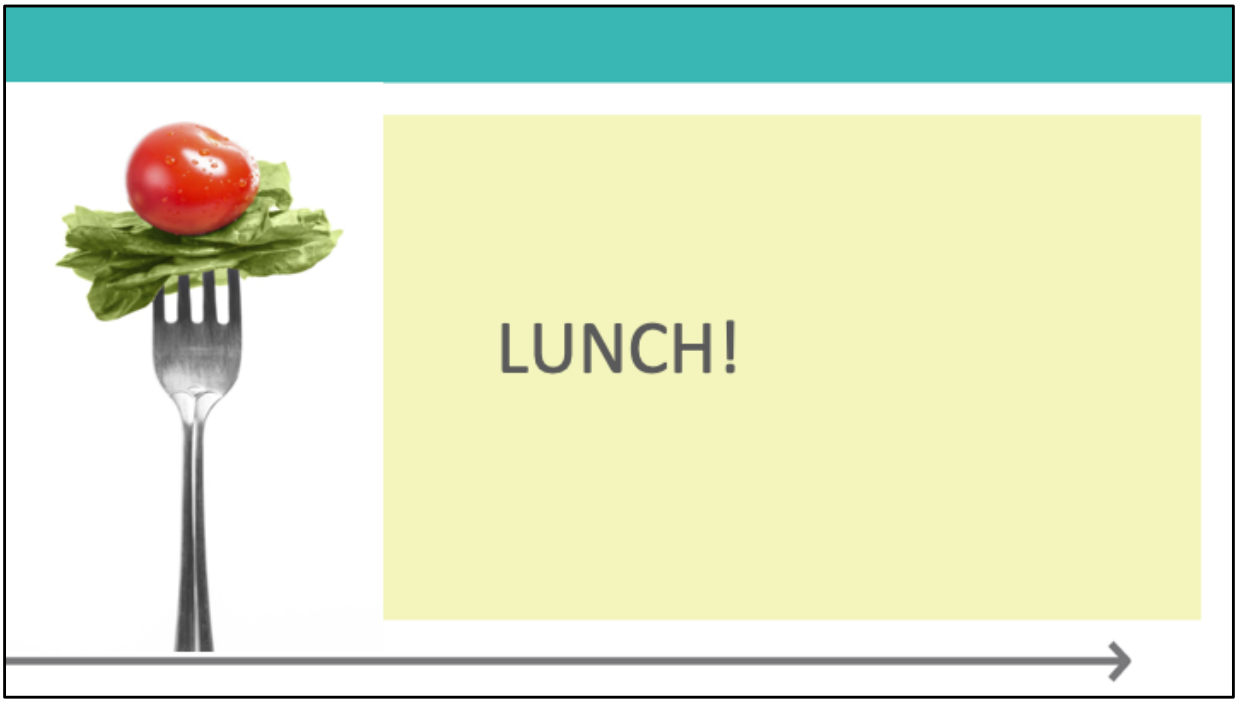
Facilitator does: Direct participants to their handouts (p. 38), where they have space to "capture their learning" from today's session. Provide time for participants to record their thinking in response to the questions on the slide.



- **Duration:** 3 minutes
- **Facilitator says:** To connect this portion of the morning's learning, please jot down your thoughts to these two questions in your handout (p. 39).



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

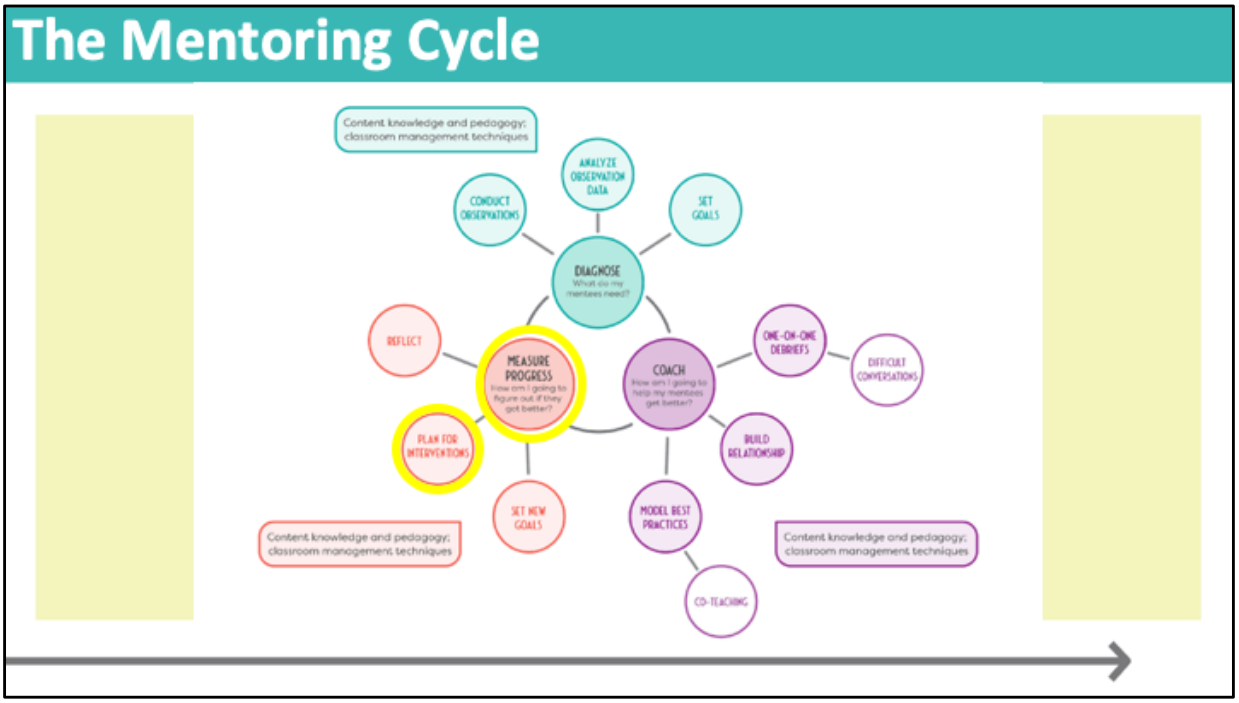


- **Duration:** 45 minutes (11:30 – 12:15)

NOTE: Plan for Intervention process will also be used and practiced in Module 7, leading to co-teaching rather than model teaching

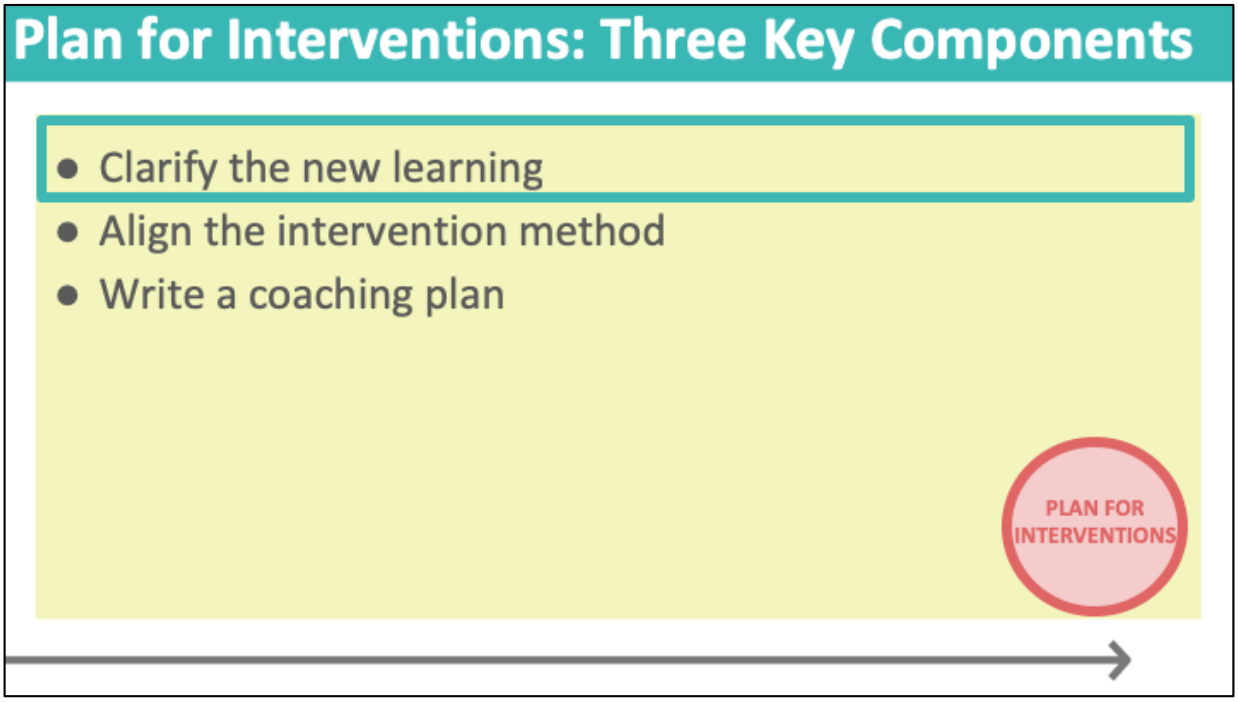
- **Duration:** 30 seconds

- **Facilitator says:** Now that we've had a chance to think more about building our relationships with our mentees, we're going to build on the work we did in Modules 4 and 5 to focus on planning interventions to meet our mentee's goals.



- **Duration:** 30 seconds

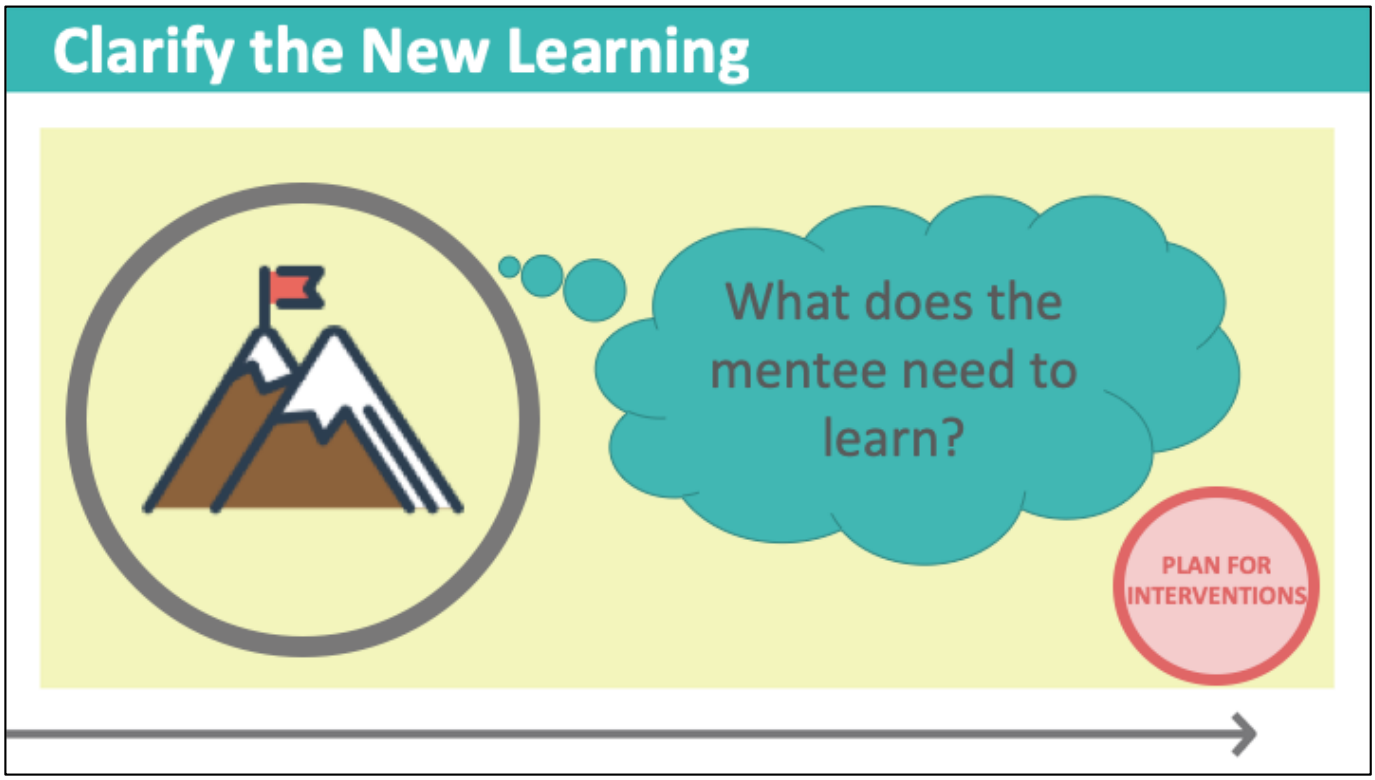
- **Facilitator says:** Remember, the last time we were together, in Modules 4 and 5, we focused on diagnosing our mentee's needs. We learned how to conduct observations, analyze observation data, and set goals. Now we'll learn how to take those goals that we created with our mentees and plan for what intervention we can provide as a mentor to our mentee that will support success in achieving the SMART goal.
- Before we begin, one important thing to know about the term "intervention" - please understand that "intervention" is not corrective or evaluative, but is meant for furthering adult learning. This is about having a growth mindset and engaging in interventions to grow and learn and improve teaching practice.



- **Duration**: 30 seconds

- **Facilitator says**: There are three key components of planning for interventions. **Animate the slide.** We'll begin with a SMART goal and look at a process for determining the essential learning for meeting it.

Three key components are listed on page 40 of the handout.



- **Duration**: 2 minutes

- **Facilitator says**: So as you remember from Module 5, the last step in the "Diagnose" phase of the Mentor Cycle is setting a SMART goal with your mentee. During the next phase you will be Planning for Interventions that enable your mentee to meet the goal.
- The SMART goal represented a targeted area for improvement. Professional learning is based on the assumption that intentional learning proceeds improved practice.
- Working from a "growth mindset" reinforces that essential expectation that everyone can learn and improve and the purpose of the interventions is to support it for both the mentor and mentee.
- So, let us look at what is involved in selecting and narrowing the essential new learning.

Identify Learning Priorities by Considering...

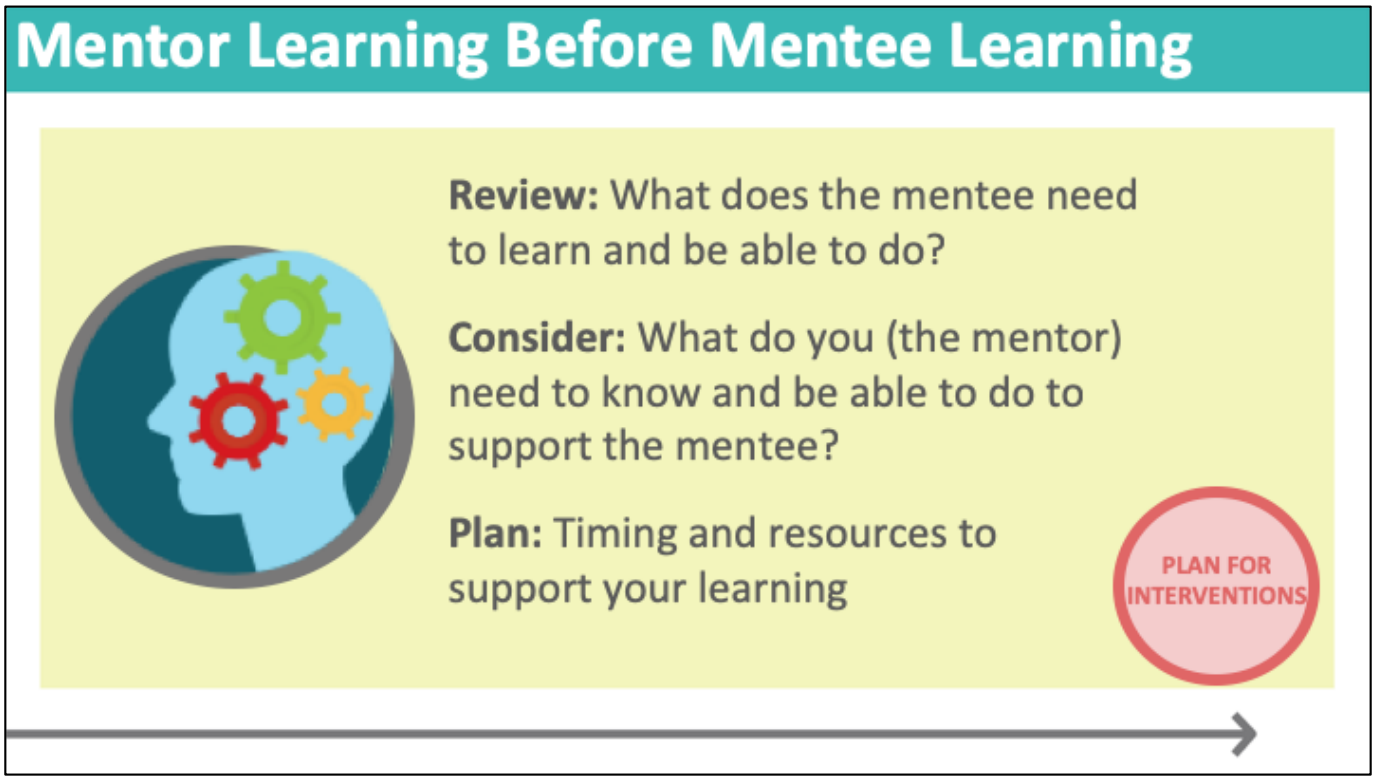
Content	Practice
What does my mentee need to understand?	What do I lean on in my teaching practice in order to do this?
What does the Tier 1 resource recommend?	What does my mentee need to be able to do?
How could my mentee gain this knowledge?	How could my mentee gain this skill?

PLAN FOR INTERVENTIONS

Duration: 3 minutes

Facilitator Says: When I am taking a few minutes to really consider what is involved in mastering a SMART goal, I can consider questions in the areas of Content and Practice. By reflecting on these questions, I can clarify for myself what my mentee needs to learn, which will then prepare me to write out, and then engage in, a coaching plan that will support them in doing this learning. This chart is also on pg. 40 of your handout.

Facilitator Does: Read slide



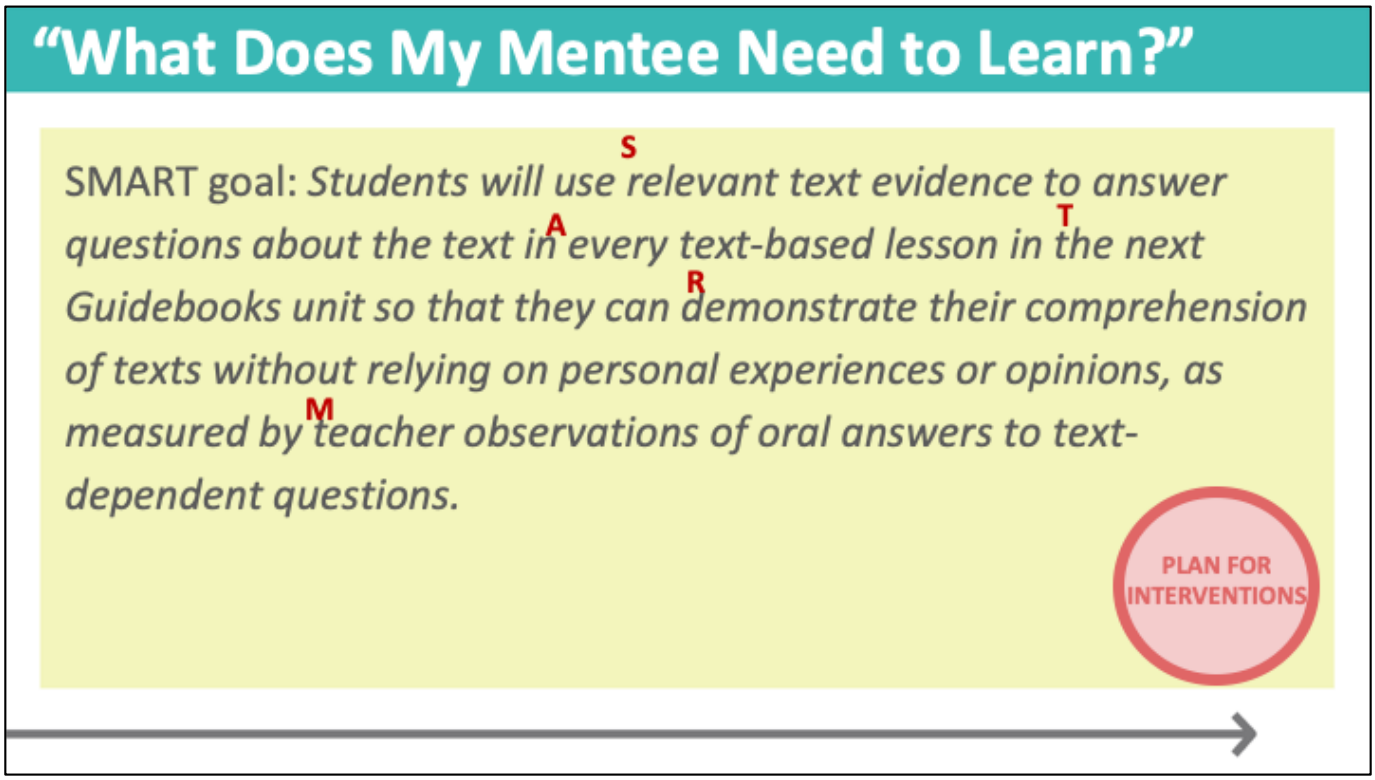
- **Duration**: 2 minutes

- **Facilitator says**: One thing that you may notice is that when I consider the answers to these questions, I may not feel that I have expertise in every piece of content and practice knowledge. And that is perfectly to be expected! Mentor learning precedes mentee learning just as mentee learning precedes student learning. It is all part of the continuous learning and improvement process.
- As a mentor there will be times that a SMART goal will require some new learning for you. The SMART goal and the learning priorities may surface "technical" aspects of teaching that you have put on "auto pilot". Unpacking these practices so that you can help someone else learn and implement them may take require some new learning for you. Sometimes I may have to be more metacognitive about my own teaching practice, especially if it's something I've started doing more unconsciously.
- Other times I may need to study the Tier 1 resources provided, such as with Guidebooks, for additional strategies and ideas. In the Guidebooks there are look fors and supports in the teaching notes that I can review and then highlight for my mentee.

- **Facilitator asks:** Can you imagine other situations that may require your

learning? (Eg. Your mentee experiences serious challenges with classroom discipline and your guidance is not helping - you may have to locate other resources and strategies that enable the mentee to get order in the classroom).

- **Facilitator says:** If the mentor learning priorities are significant then you will want to record them in your coaching plan to ensure you have adequate time to prepare before you begin working with your mentee on his goal. Sharing your learning goal with your mentee will demonstrate how everyone continues to learn throughout their career.



- **Duration:** 6 minutes

- **Facilitator says:** So let's take a look at a sample mentee SMART goal that could be made with a mentee based on diagnosing needs from analyzing observation data. I'm going to re-read the goal and while I do so, please use your consideration questions to help you think about, "what does my mentee need to learn in order to meet this SMART goal?" We will be using this goal throughout the afternoon to practice with; you can find it on pg. 40 of your handout.

- **Facilitator does:** Read goal

- **Facilitator says:** So let's consider the content focus for this morning's session. This is where I tap my knowledge and understanding as a more experienced teacher to support my mentee - What do I lean on in my teaching practice in order to do this? What does my mentee need to understand and be able to do in order to achieve this goal? What does the Tier 1 resource recommend? And how will my mentee gain this knowledge and skills?
- Here is how I think about the answer to that question.

My mentee needs to know how to ask text dependent questions. And fortunately, I know that most Guidebooks lessons include text-dependent questions,

or questions that can only be answered by carefully reading the text. So my mentee will be off to a good start by asking those suggested questions. However, I would want to review the element of good text dependent questions and/or refer my mentee to a resource to support that review.

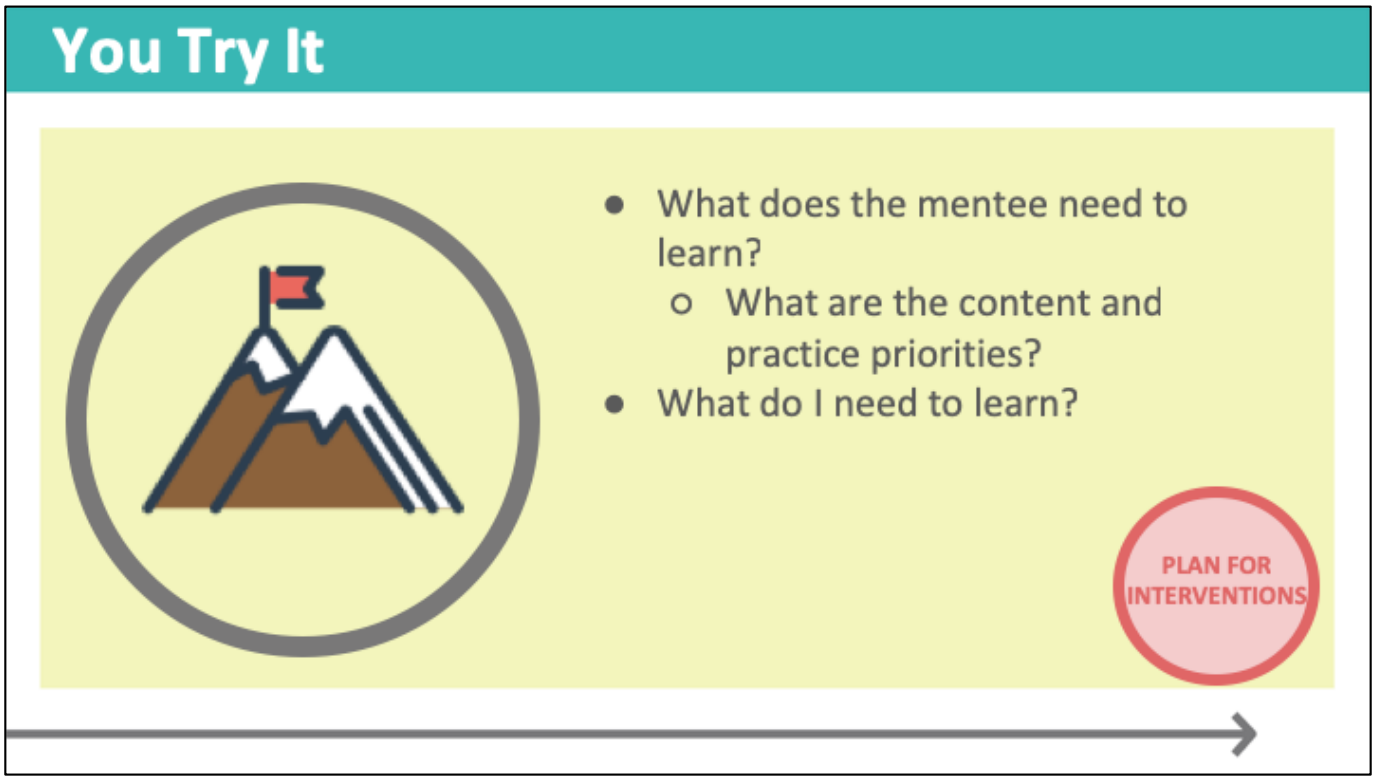
My mentee needs to know how to recognize a strong text-based answer. In order to accomplish this the mentee will need a deep understanding of the text. In addition, the mentee needs to be able to distinguish between a text-based answer and one that is based on experience or opinion. I will want to make sure that the "intervention" I select enables us to address this as well. It might be helpful to generate examples of each with the Mentee before or after the precise intervention depending on which one I choose to use.

My mentee will likely need to learn some ways to prompt students back to the text when their answers are based in personal experiences or opinions. Again, I will consider ways to reinforce this with the intervention and also consider that there may be opportunities with my mentee to develop a list of ways to do this.

Lastly, my mentee may need to analyze student time on task in the lessons - I know that sometimes when there is a new expectation for students it takes longer than expected. .

- So those are the things that I think, based on my experience, a mentee would need to learn and considerations I need to have as I choose the intervention that support this learning and helps him/her to meet this SMART goal. You may be wondering about locating sources of support and when to schedule such support - we'll address those questions shortly.

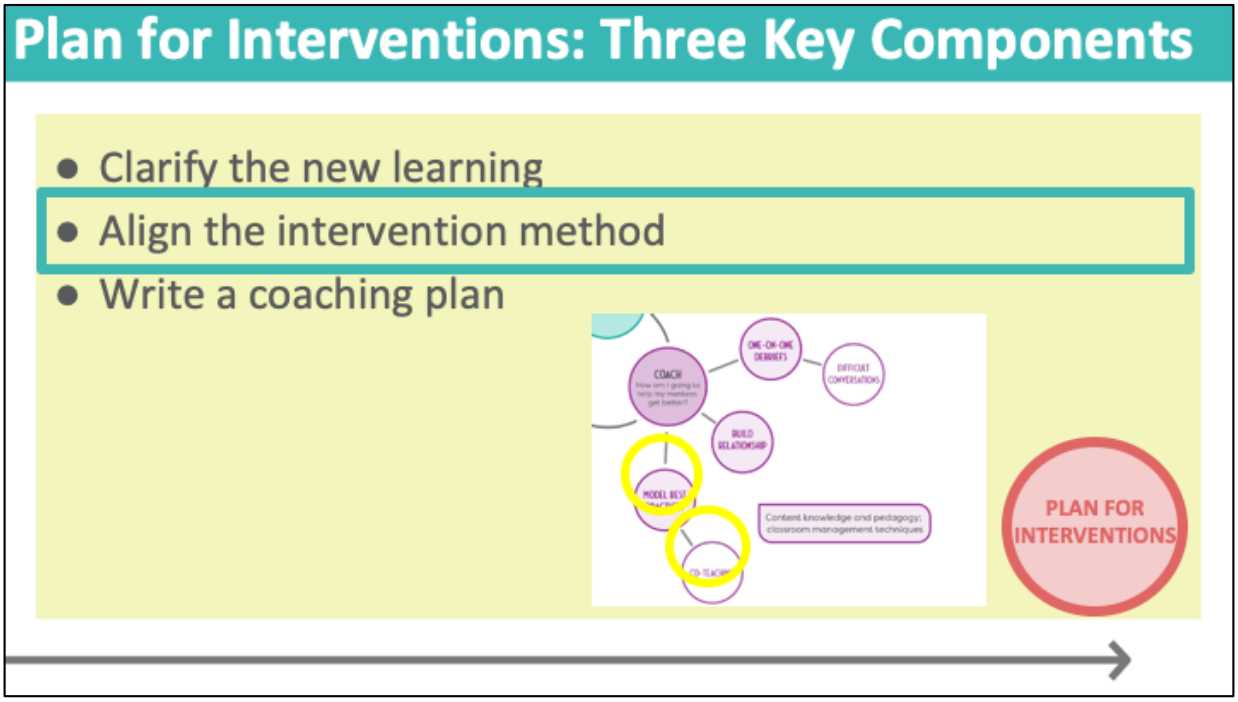
- **Note:** This example goal has the following SMART components: Specific - use relevant text evidence to answer questions about the text. Measurable - teacher observations of oral answers to text-dependent questions. Achievable - in every text-based lesson. Relevant - demonstrate their comprehension of texts without relying on personal experience or opinions. Timely - in the next Guidebooks unit.



- **Duration:** 8 minutes

- **Facilitator says:** So now it's your turn to try this. On pg. 40-41 in your handouts you'll see two more SMART goals. With your table, take 5 minutes to discuss what the mentee would need to learn in order to meet each goal. You can also ponder what each goal would mean in terms of your own learning. You can take notes in the box next to each goal.

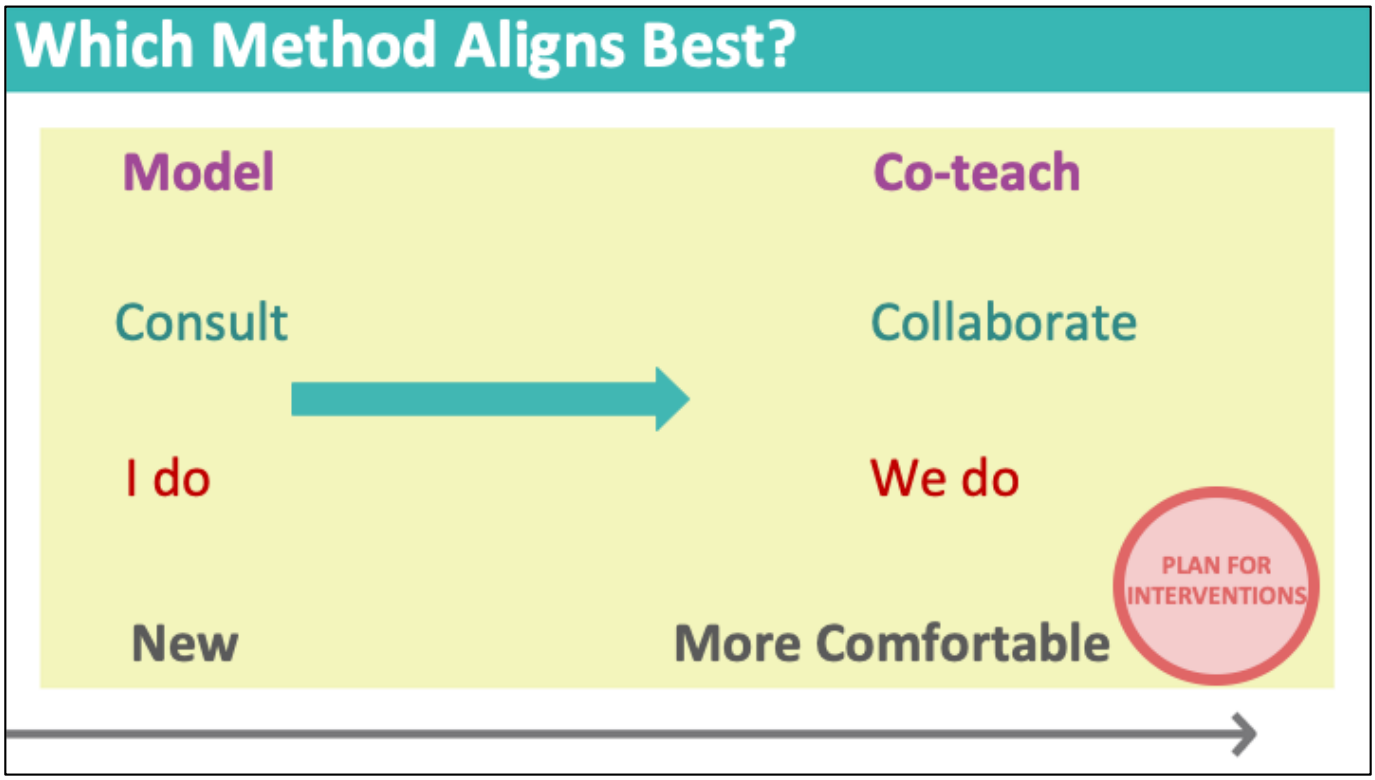
- **Facilitator does:** Circulate and support as needed. After 5 minutes, ask tables to share out specific examples of learning the mentee requires to successfully meet the SMART goals.



NOTE - This is a review of content covered in Module 3 for all cohorts.

- **Duration**: 1 minute

- **Facilitator says**: Once we have clarified what new learning must occur in order for the mentee to work toward the SMART goal, then we can begin to choose an intervention method to support the mentees to incorporate the new learning and apply it to classroom practice. While there are different types of interventions, we are going to focus on the two detailed in the Louisiana mentoring cycle: Model Teaching and Co-Teaching.. We will dive deeper into Model Teaching during this module, and focus on co-teaching in Module 7.



- **Duration**: 8 minutes

- **Facilitator says**: So if you remember back in Module 3, we introduced different intervention approaches. We're going to take a few minutes to review them, because there are different reasons for using each. Once you know what learning the mentee needs to engage in with you, you'll need to decide which method is the best fit for developing the new learning and supporting improvement to practice.

- **Facilitator says**: Again, our two interventions are modeling (sometimes referred to as demonstration teaching) and co-teaching.

- **Facilitator does:** Animate slide to show the methods.

- **Facilitator says:** When a mentor models, you are teaching, while the mentee observes. When you are co-teaching as a mentor, you and the mentee are teaching together.

- **Facilitator says**: Back in Module 3, you also learned about the different mentor stances that mentors take, which align to the intervention methods.

- **Facilitator does:** Animate slide to show the stances.

- **Facilitator says:** 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].

- **Facilitator says**: You also learned about gradual release. Modeling is something the mentor does alone - so it is an "I do, while you watch". Co-teaching is something the mentor and mentee do together, so a "we do".

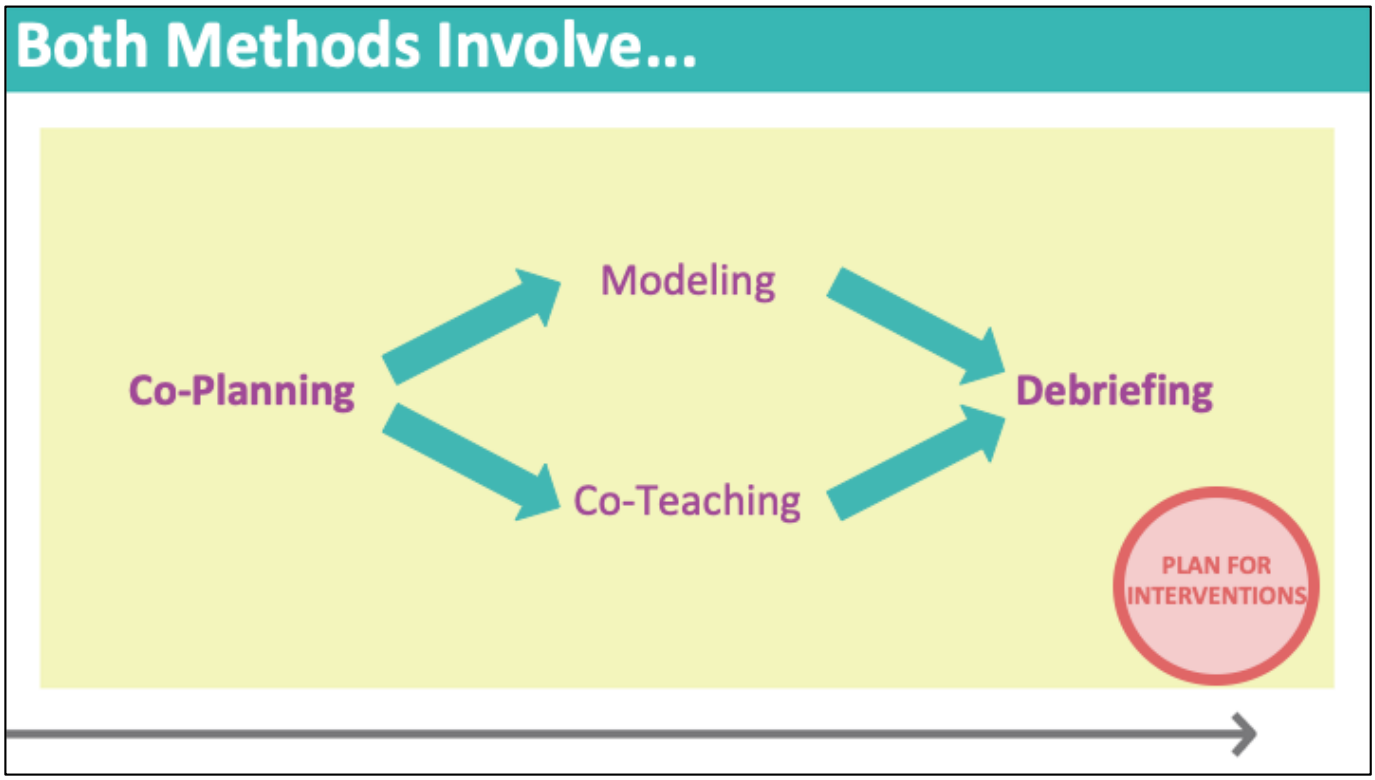
- **Facilitator does:** Animate the slide to show the gradual release continuum

- **Facilitator says:** And finally, we get to why you would pick one of these methods over the other. It all comes down to where your mentee is in their practice *with the new learning they need to engage in.* Are they new to the learning, to the content or the pedagogy you know they need to master? If so, you'll want to model the content and/or pedagogy for them. Or are they more comfortable with the content or the pedagogy? Have they been trying it out and are feeling more familiar with it? In that case, you as the mentor would co-teach with the mentee, giving them more autonomy and valuing their higher level of experience with the content and/or pedagogy. This is why it's so important for you the mentor to reflect on their goal and determine what exactly it is they need to learn - you need to know the learning implicit in the goal in order to determine your mentee's comfort level. One additional note about comfort level of mentee - some mentees will resist moving into co-teaching because it's riskier on their part. Having you model for them is far less risky for them. Hopefully, because you are working with them to build a growth mindset they'll be eager and ready to try co-teaching when you think they're ready. But know that for some mentees, you'll have to push them. A general rule of thumb is to not model a particular practice more than once or twice.

- **Facilitator does:** Animate the slide to show the continuum of mentee knowledge.

- **Facilitator says:** Work as a learning team. In the table on pg. 41 summarize when you would use each method - what are the advantages and disadvantages of each?

- **Facilitator does**: Circulate and support participants. [Note: Some look-fors might include:
  Model: Use when mentees are new to content or a pedagogical practice. This is more comfortable for mentees as they know what is expected of them. Some mentees might get stuck here and want to 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. Also, mentees may be reluctant to try.



Duration: 2 minutes

Facilitator Says: One thing that is constant, no matter which intervention method you choose, is that they both start with co-planning and end with debriefing. This is because co-planning is when you and your mentee will determine exactly what will happen during the lesson, and debriefing is when you will reflect, look at student work and data, and plan forward, much like you did when you conducted your observation to diagnose their needs. Skipping co-planning means setting the intervention up to fall flat on its face, and skipping the debrief means not codifying the learning.

Try it Out: Which Intervention?

Scenario 1:

Your mentee wants to improve her ability to hold students accountable for using relevant text evidence to answer questions about the text. This is her goal because in a recent observation you noted that she was consistently allowing students to use personal experiences and opinions to answer questions.

PLAN FOR INTERVENTIONS

- **Duration**: 4 minutes

- **Facilitator says**: Here is a scenario of an example mentee, their goal, and their comfort level with the content and pedagogy. You'll notice this scenario is based on the same goal we discussed as a group earlier (*Students will use relevant text evidence to answer questions about the text in every text-based lesson in the next Guidebooks unit so that they can demonstrate their comprehension of texts without relying on personal experiences or opinions, as measured by teacher observations of oral answers to text-dependent questions.)* Given this new context about the mentee's comfort level, which intervention method do you think is best suited? Discuss with the person next to you for 1 minute.

- **Facilitator does:** Ask several partners to share out the method they would select and why. Push for partners who disagree to defend their reasoning. [Note: Because this scenario refers to the mentee learning and trying something new, modeling is likely the best intervention. Also Note: This Scenario is used throughout this session as the practice and role play example).

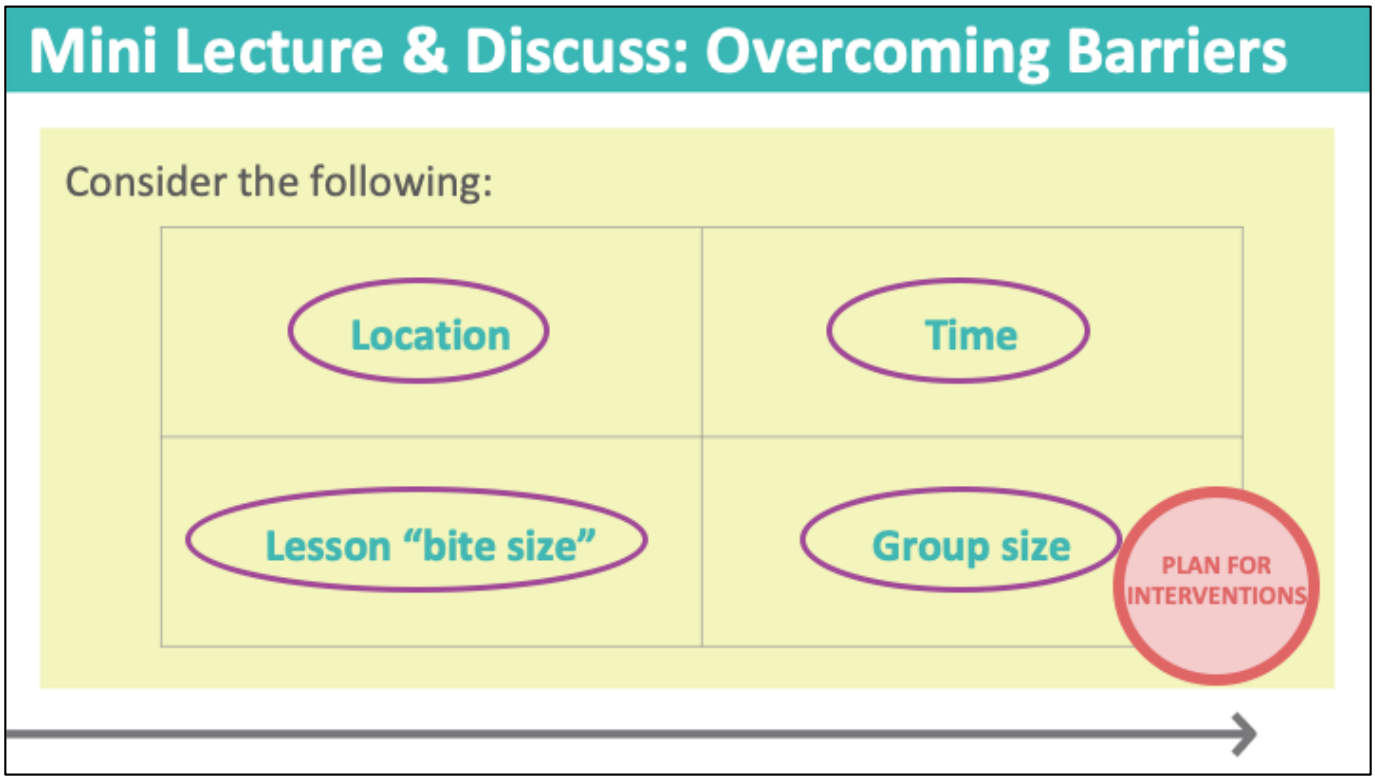
Try it Out: Which Intervention?

Scenario 2:

Your mentee is trying to increase student engagement with close reading of the anchor text for the Guidebook unit. When she shared students' completed charts from yesterday's lesson, she was able to point to evidence of students comprehension as well as where gaps were evident. She asked for direction on addressing the gaps.

PLAN FOR INTERVENTIONS

- **Duration**: 3 minutes
- **Facilitator says**: And another scenario. Which intervention method do you think is best suited? Discuss with the person next to you for 1 minute.
- **Facilitator does:** Ask several partners to share out the method they would select and why. Push for partners who disagree to defend their reasoning. [Note: Because this mentee is building confidence with facilitating close reading and has specific things to focus on, co-teaching is likely the best intervention.]



Duration: 8 minutes

Facilitator says: I can imagine that some of you have already begun to identify challenges you will have with providing the interventions. For example, you are wondering how you are going to be able to schedule co teaching or model teaching if you are not available when it is the best time for the mentee. One thing that may help you determine how to manage this key component of the mentor role is to think outside of the box in four areas: location, time, lesson "bite size", and size of student group. By thinking creatively about the format your intervention takes, you'll be more likely to be able to provide the intervention your mentee needs. So let's look at each of these four areas. As we're discussing each, please be thinking about your situation - what comes to mind for you as something you can think creatively about in each area to make providing interventions work for you? Record your notes on Hand out page 42.

Facilitator does: Animate slide to highlight "location"

Facilitator says: The location of an intervention can be the mentee's classroom, but it doesn't have to be. You can also welcome the mentee to your own classroom and model or co-teach there with your students. Or you might go to another's teachers classroom - perhaps a colleague has a similar class to your mentee or has been

excelling in the content or pedagogy the mentee is focusing on and trying something in that neutral classroom feels less risky.

Facilitator does: Animate slide to highlight "time"

Facilitator says: Time can also be a concern. Maybe your schedule and your mentee's schedules don't align. For example, maybe you both teach ELA at the same time, and you are never free to observe her ELA lessons. Consider ideas to get the time you need to observe her - here are a few -- we suspect your colleagues in the room will have others for you: 1) Ask principal to cover for you or get you a sub for certain days/times to support your work with the mentee; Ask a colleague who is free to cover your class and perhaps you return the favor in the future; Practice with another group of students during times when you are both free.

Facilitator does: Animate slide to highlight "bite size"

Facilitator says: You also shouldn't feel like you always have to model or co-teach an entire lesson. Zoom in on the one or two things your mentee is working on, and focus your interventions there. If you are working with her on the SMART goal example we discussed earlier, text evidence, maybe you only model or co-teach while the students are answering text dependent questions. (*Students will use relevant text evidence to answer questions about the text in every text-based lesson in the next Guidebooks unit so that they can demonstrate their comprehension of texts without relying on personal experiences or opinions, as measured by teacher observations of oral answers to text-dependent questions.)*

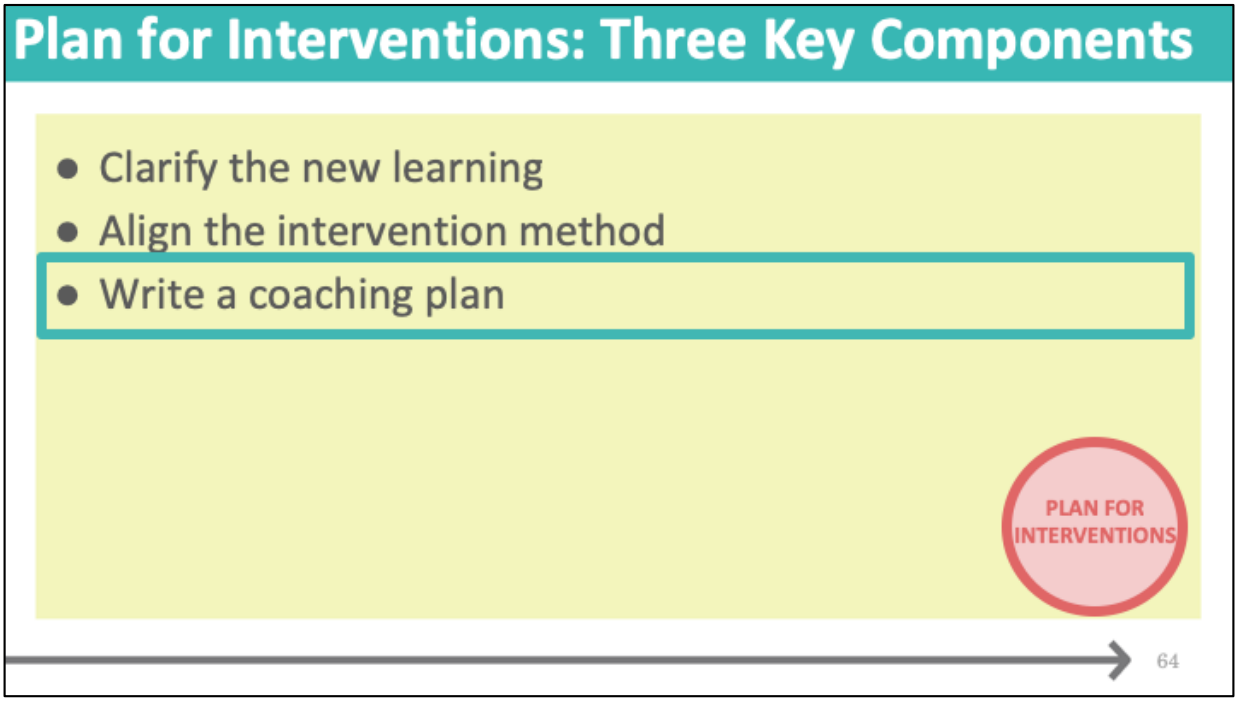
Facilitator does: Animate slide to highlight "group size"

Facilitator says: And finally, you do not have to do all of your interventions with the whole class. Your mentee may have goals that are best practiced with a small group. Perhaps most of the students are reading independently, and you and your mentee are co-teaching a small group of students. This broadens the goals you can work on with your mentee to include things that only some of the students need to work on, and can feel less risky for some mentees.
Now, take 3 minutes and discuss with your tablemates what notes you made about each of these potential barriers. What can you do to give yourself time and space to provide these important interventions to your mentee?

Facilitator does: Circulate around the room and listen for additions to your list. Be prepared with some additional ideas if they don't surface for when you ask for additional ideas. (3 minutes)

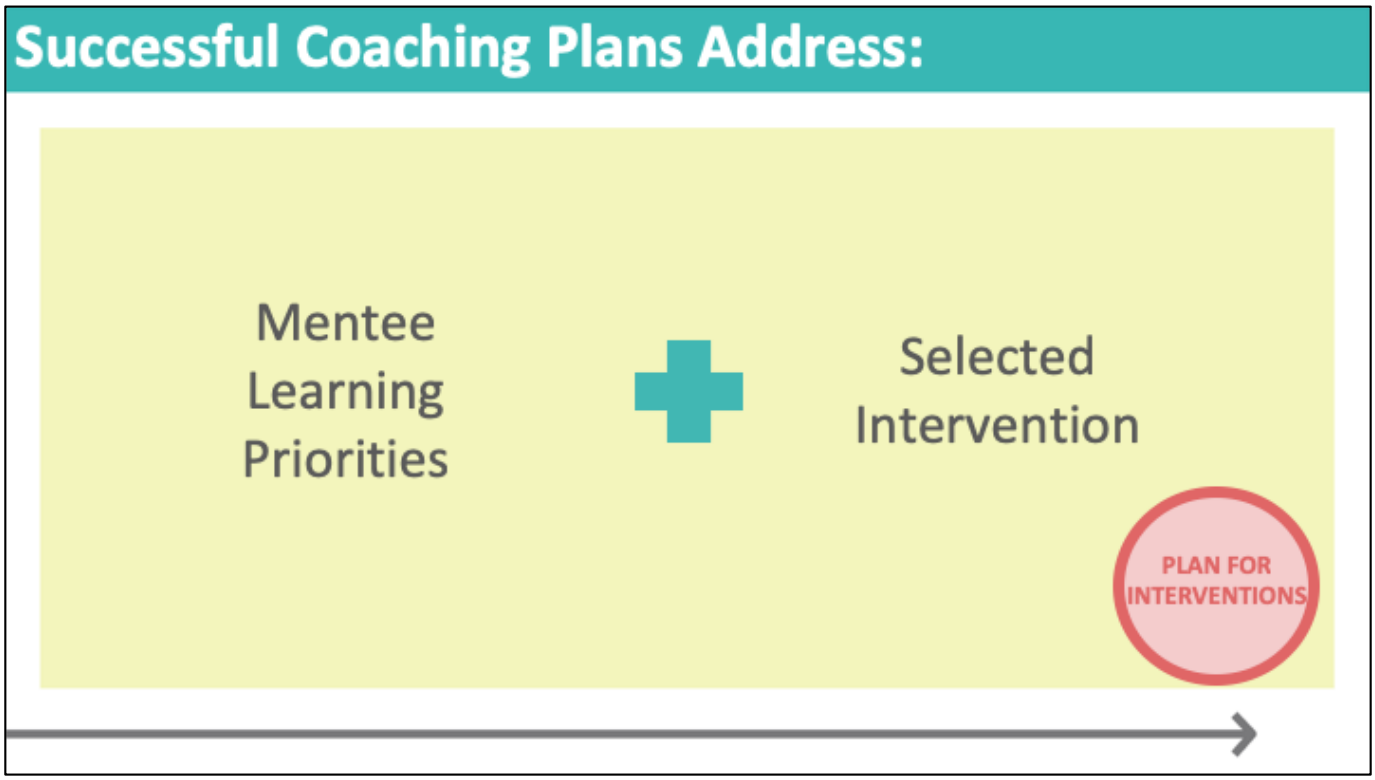
Facilitator says: We'd like to hear from you what ideas for addressing these barriers you added to your notes.

Facilitator Note: Quickly whip around and take one idea from each table group for each area. If a table doesn't have anything new to add they can "pass" -- after one pass around the room ask if any tables has more to add. Repeat with each square -- recognizing ideas about Lesson bite size and group size may lead to different kinds of discussions.



- **Duration**: 1 minute

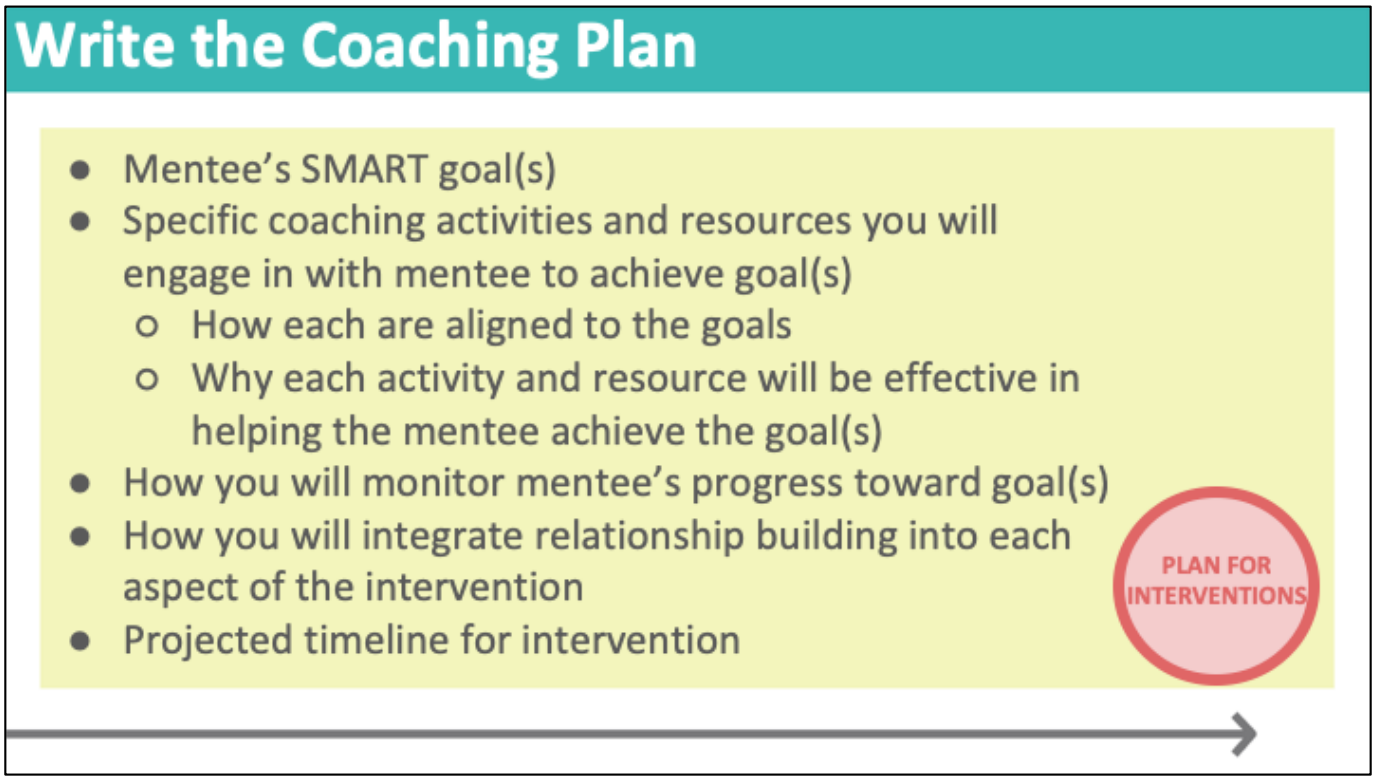
- **Facilitator says**: Once you have clarified the new learning the mentee needs to engage in and have aligned the intervention method to their needs, you'll write a coaching plan that details how exactly you'll address the learning priorities through the intervention to the mentee. You can think of a coaching plan as an extension of the Partnership Agreements. Writing a coaching plan is something you'll do without your mentee, although it is based on your observation and debrief and other conversations with him or her. It's recommended that once you've created your coaching plan you share it your mentee to make sure he agrees that the interventions are well aligned with the SMART goals. Writing down the interventions in a plan and both agreeing to the plan continues to strengthen the relationship and build trust.



- **Duration**: 2 minutes

- **Facilitator says**: So to get started writing your coaching plan, you need to revisit the your mentee learning needs and the essential characteristics of your intervention. You need to think about how you can leverage the intervention to address the mentor learning priorities. You may also determine there are learning priorities that may best be addressed before or after the intervention.
- **Facilitator says:** Lets return to our SMART goal (Trainers: Insert own example here). The mentee wants to improve holding students accountable to using text evidence in their answers. (*Students will use relevant text evidence to answer questions about the text in every text-based lesson in the next Guidebooks unit so that they can demonstrate their comprehension of texts without relying on personal experiences or opinions, as measured by teacher observations of oral answers to text-dependent questions.)*
- We addressed Learning priorities earlier and identified the following: Clarity regarding text dependent questions; clarity regarding text dependent responses vs those based on experience or opinion; questions to focus students back on text; and ways to analyze student engagement.
- We will need to address model teaching considerations: Date/time: Location: Lesson "bite size" and group size as we discussed earlier.

- As we consider all this information we have gathered -- our plan may include using the first lesson in the next Guidebooks unit that contains text-dependent questions. Beforehand, we should read the text together and review the entire lesson and the teaching notes. Then, we'll co-plan the lesson together and then I will use my prep time to go into her classroom and she can teach the lesson, except for the portion of the lesson when students are answering text-dependent questions. I can model that part for her, and then when we meet to debrief we can look at her notes and the student's answers to the text dependent questions and discuss the teaching moves I made to ask the students the text dependent questions and hold them accountable for not relying on their previous experience and opinions to answer the questions. We can also discuss evidence of student engagement and ways to analyze for it in the future. This way we have "learning" taking place before, during and after the model teach intervention.



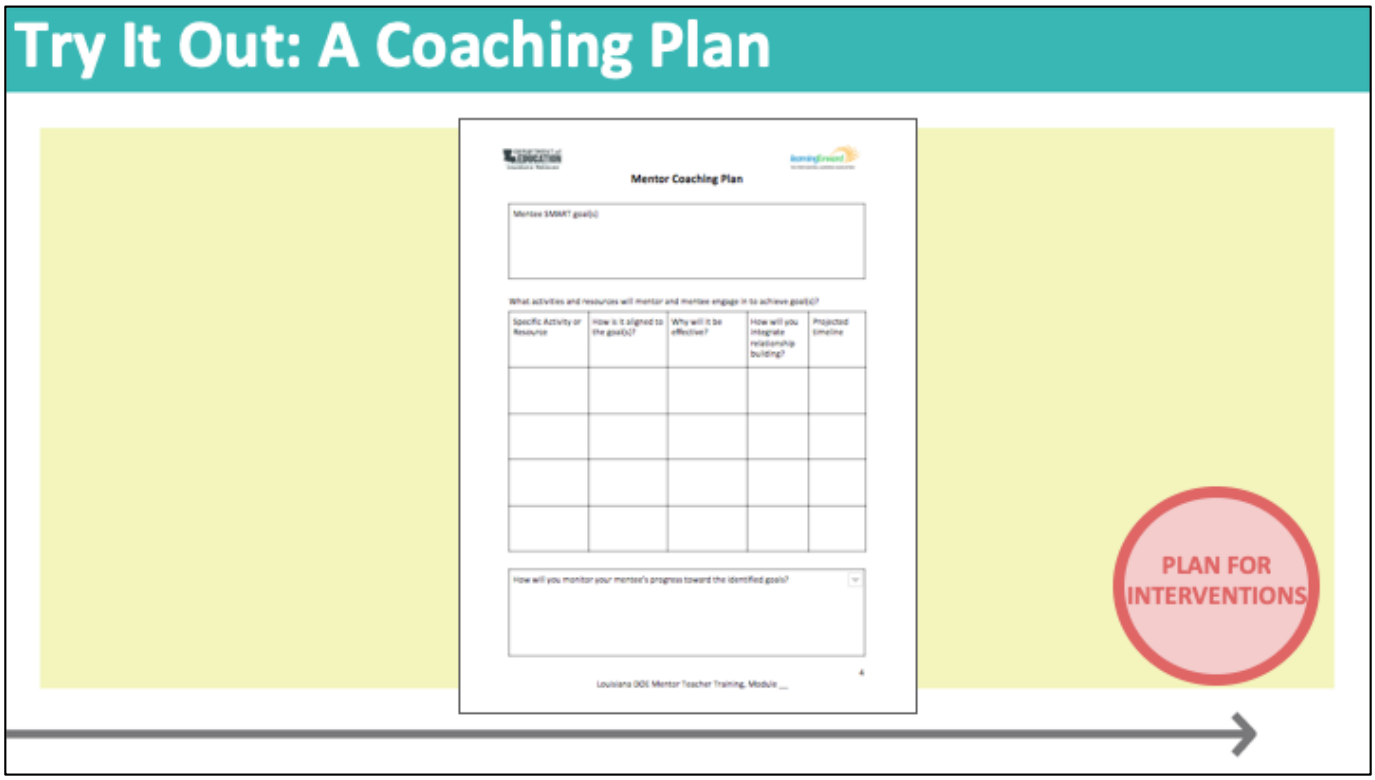
NOTE - This coaching plan reflects what participants must do to meet the requirements of the microcredential.

Duration: 3 minutes

Facilitator Says: Then, you'll turn those ideas into a clear and concise coaching plan, a plan that simply states what intervention you'll use to support your mentee, and when. The most useful mentee coaching plans have the following components. These components come directly from the microcredentials you will have the opportunity to earn as a part of your mentor practice. By including all of these components, you will get full credit on the "planning" portion of the Mentoring microcredentials. You can see two blank coaching plan templates on pg. 44-45 of your handouts. We'll use one today during the session and one is for you to bring back to your school to photocopy for use with your mentee.

Facilitator Does: Read slide

Note to Facilitator: This activity aligns to the Mentor micro credential.



NOTE: Mentors will also practice writing a coaching plan in Module 7
Duration: 15 minutes

Facilitator Says: So let's try it out. We're going to return to our Mentee SMART goal - our mentee who is brand new to holding students accountable to using text evidence in their answers and so we're going to model for her. (*Students will use relevant text evidence to answer questions about the text in every text-based lesson in the next Guidebooks unit so that they can demonstrate their comprehension of texts without relying on personal experiences or opinions, as measured by teacher observations of oral answers to text-dependent questions.)*
Using the blank coaching plan template on pg. 44, work with the person sitting next to you to try out writing out a practice coaching intervention plan. To get you started, we will model filling out the first row of the plan for you.

Note to Facilitators: You may find it easiest to model this if you sketch a blank coaching plan template on a piece of chart paper.

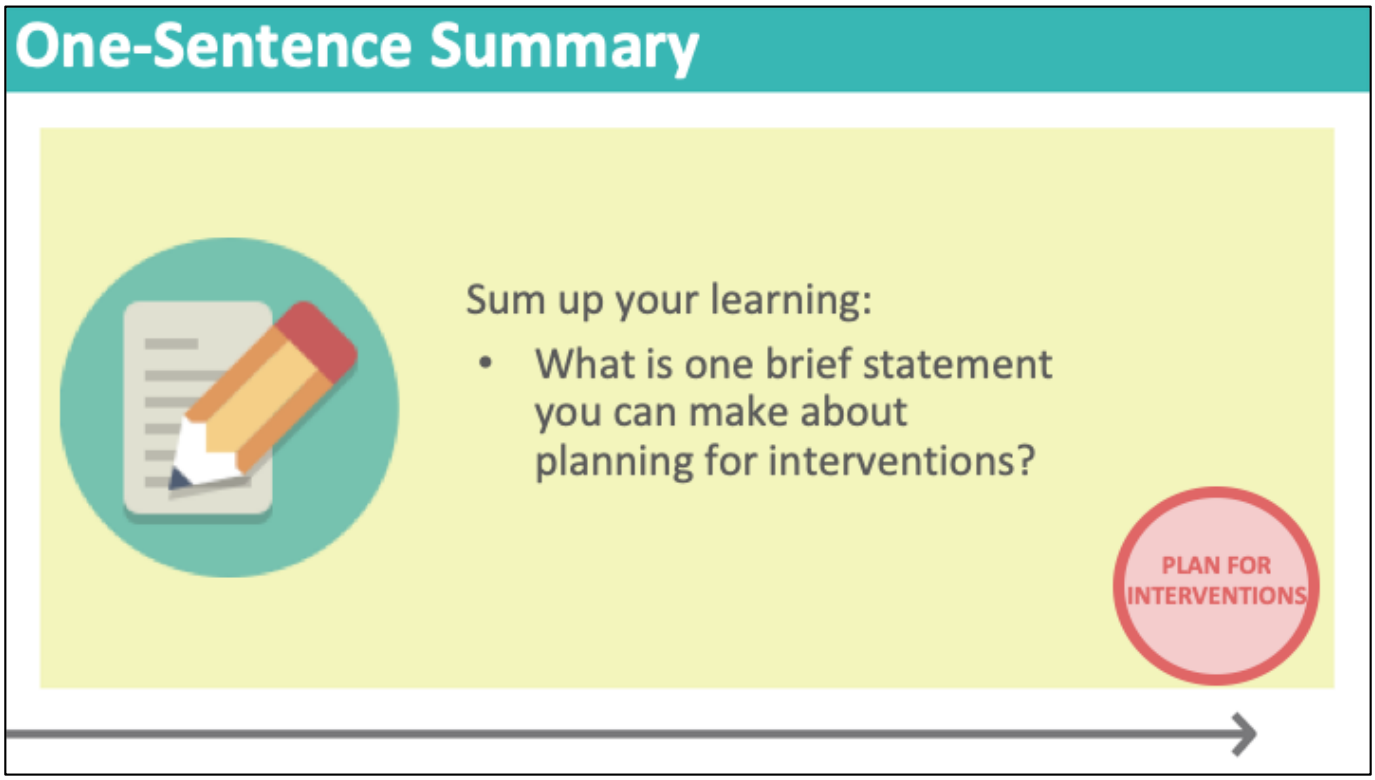
Facilitator Does: Fill in the SMART goal you have been using for modeling. Think aloud, "If I was the mentor working with the mentee on this goal, what activities and resources could we engage in to achieve the goal?" Using the same information filled in on the handout, model thinking and filling in each box of the first row of the plan -

Specific Activity or Resource, How is it aligned to the goal(s)?, Why will it be effective?, How will you integrate relationship building?, Projected timeline. **This sample coaching plan is on page 43 of the handout.**

Facilitator Says: Now you'll try it. Because this is practice, you'll have the freedom and flexibility to discuss and try out some different formats in your plan in the areas we discussed earlier of location, time, "bite size", and size of group. Remember, we're staying focused on text evidence and modeling, but the other variables are things that you can vary. You'll have 12 minutes to try writing this coaching plan out.

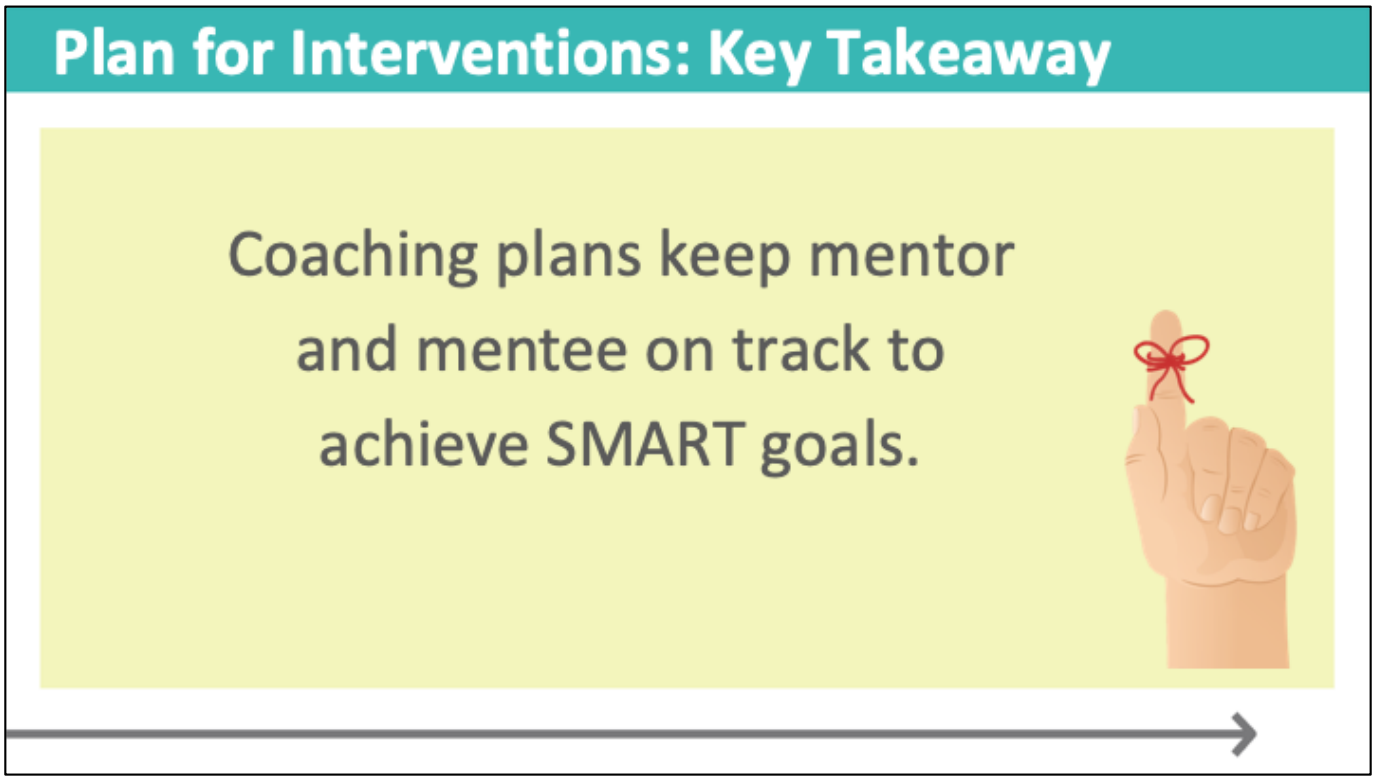
Facilitator does: Circulate and support as partners are working. Make note of any insightful things that people include in their practice plans, especially if they are trying out things that they plan to use when they return to their schools. Use the last 3 minutes of this section to share out any of these noticings you make.

Stephanie notes:
Next year: We may want to consider facilitators completing it together in a demonstration mode for the mentors -- unpacking their thinking .Then provide another SMART goal -- or hopefully they have a SMART goal they are working on with their mentee -- give them time to complete the Coaching Plan and create a protocol where they get feedback from two other mentors in the room regarding their plan .. recognizing we may not have time for this -- it is helpful that in Module 7 they will practice writing their own.



Duration: 3 minutes

Facilitator Says: So we just learned how to plan for interventions to meet the diagnosed needs of our mentees. To help you remember the new learning you just engaged in, please take 2 minutes to sum up your learning for yourself on pg. 46 of your handouts.

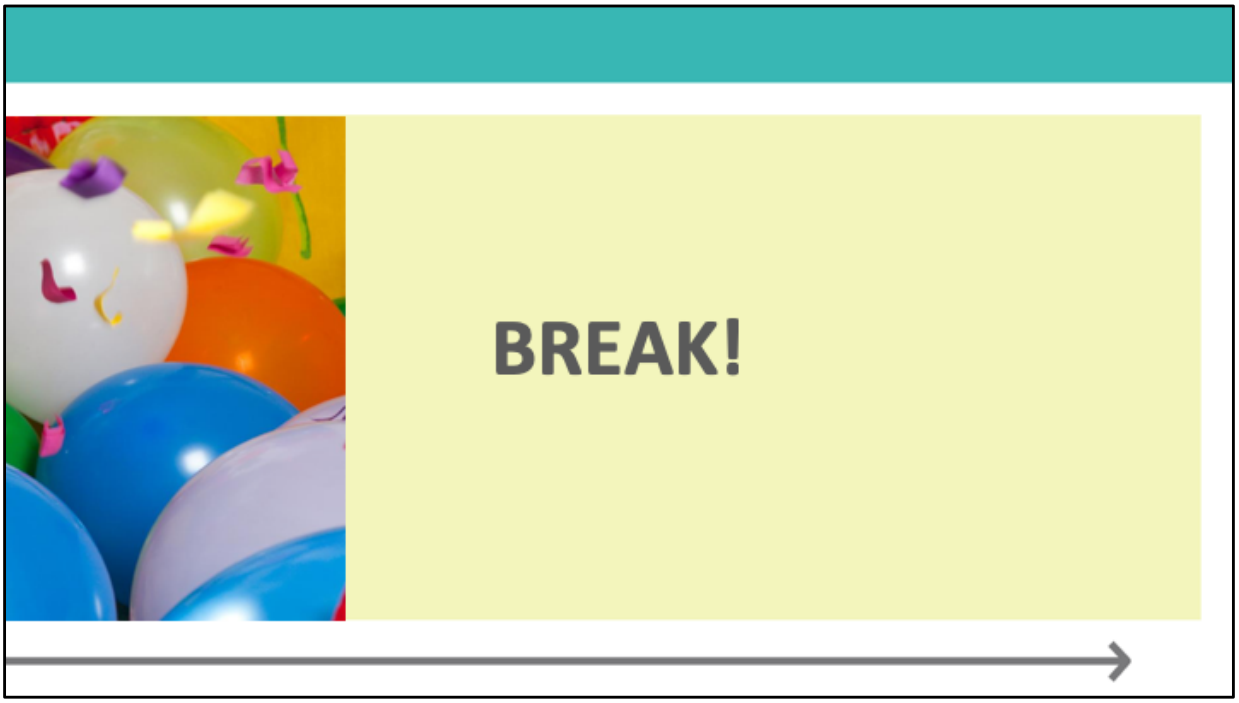


- **Duration**: 1 minute

- **Facilitator says**: So we've now learned how to write coaching plans that are aligned to the needs of the mentor - both what they'll need to meet their SMART goal and what intervention they need based on where they are in their teaching practice. Today, we practiced writing coaching plans for teachers who will benefit from modeling - and we'll learn how to model next. Tomorrow, in Module 7, we'll practice writing coaching plans for teachers ready for co-teaching.

- **Facilitator does:** Read slide (on page 46 of handout)

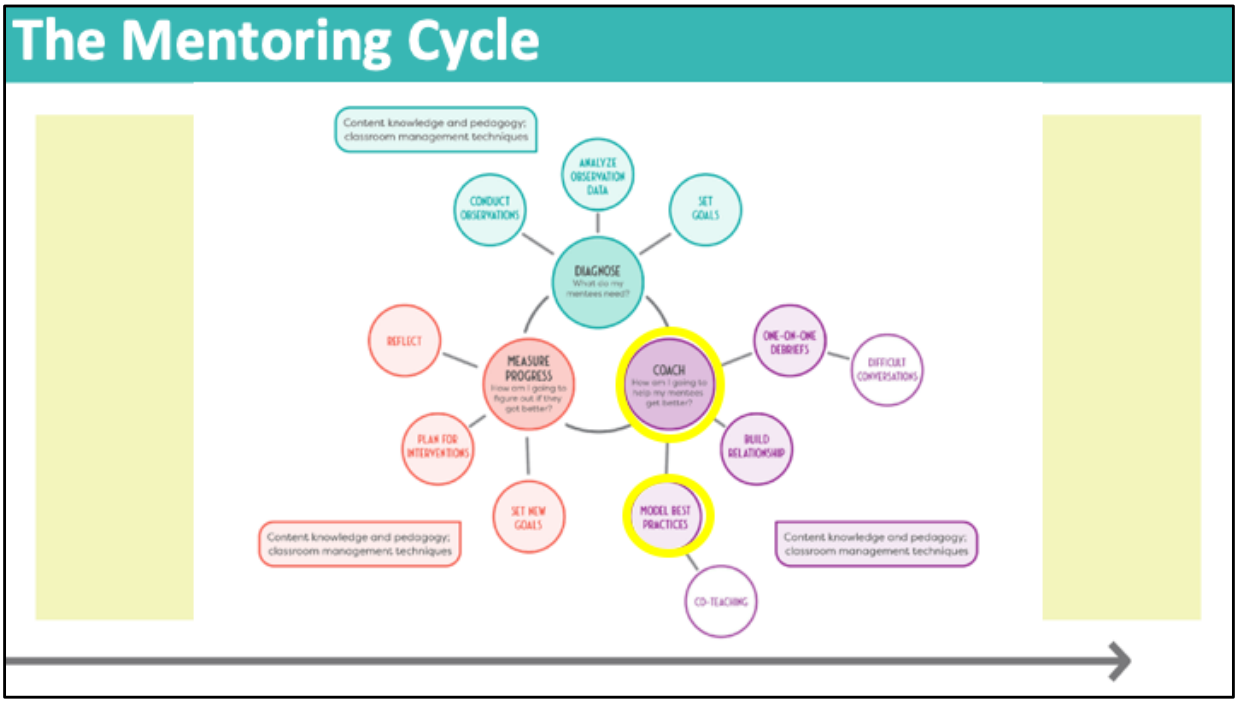
Stephanie notes: I changed the Takeaway from: Clear and concise coaching plans enable effective intervention planning that aligns to mentee needs and a sense of accountability to what you see on the screen to respond to DOE request to be concise and action oriented. What do you think?



- **Duration**:15 minutes (1:30 – 1:45)

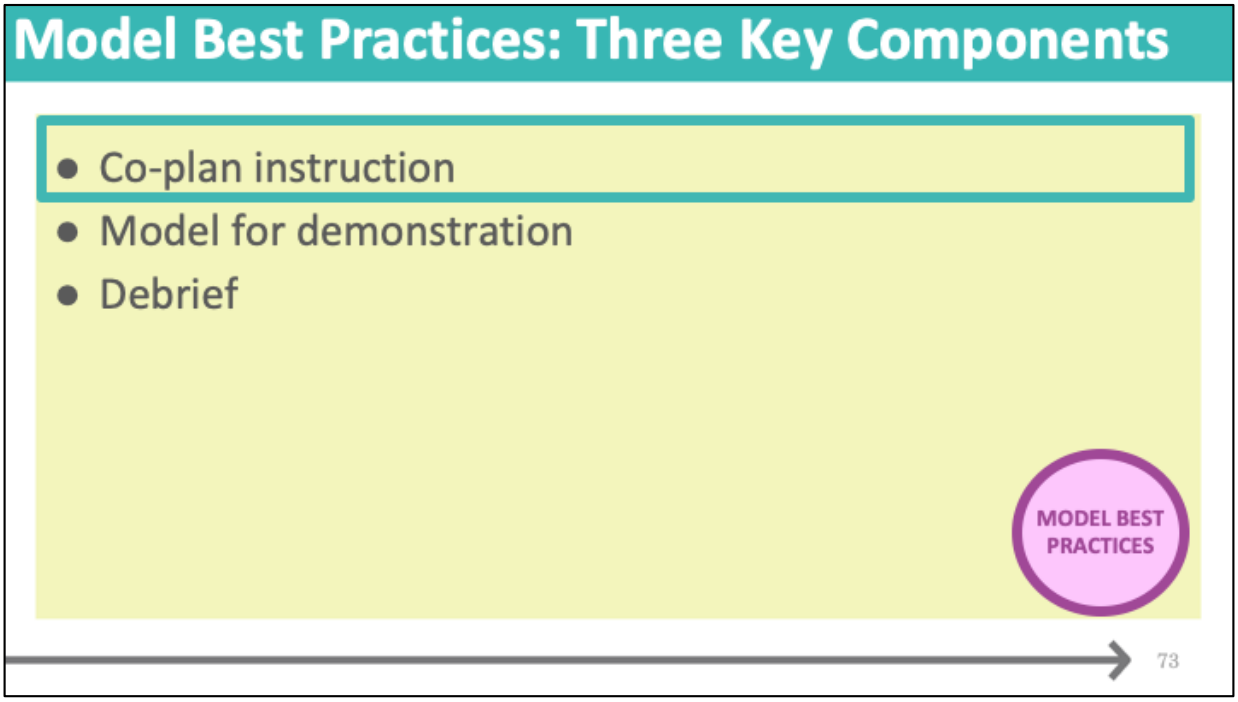
- **Duration:** 30 seconds
- **Facilitator says:** Now that we have learned how to plan for and align the interventions to support your mentees, and reviewed a coaching plan - we will dive deeper into the intervention we chose for our plan - Model Teaching.

Stephanie Notes: For future reference I think we would want to revise this from Model Best Practices to Model Teaching. I don't think Model Best Practices can represent learning best practices in isolation of a curriculum etc and this is not the intent of GuideBooks. But for now we stick with it because it is in the Mentoring Cycle -- recording thoughts so we don't lose them.



- **Duration:** 30 seconds

- **Facilitator says:** Let's remind ourselves where this falls in our mentoring cycle. After our mentee has set a SMART goal, one way we can continue to maintain and build trust is by supporting her in reaching the goal. We wrote a coaching plan to support her in accomplishing it and identified model best practices as the intervention that was best suited for the goal; modeling best practices can also be referred to as demonstration teaching. This falls under the Coach part of our cycle. We did touch on demonstration teaching back in module 3, so you will definitely be able to use that background knowledge with today's learning, however to stay consistent with the language in our mentoring cycle we are going to call it modeling moving forward rather than demonstration teaching.

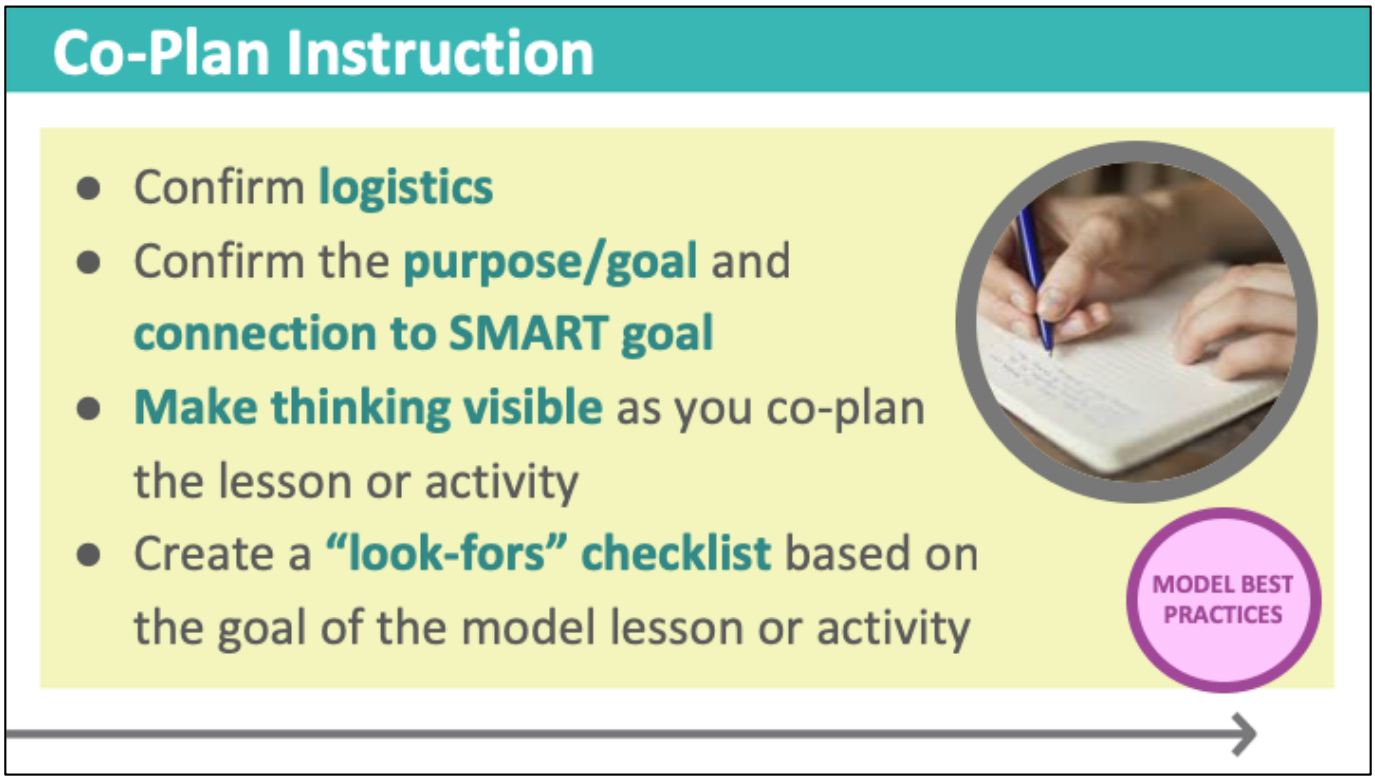


NOTE - This is a continuation of learning from Module 3 for all cohorts.

- **Duration**: 30 seconds

- **Facilitator says**: As previously discussed, mentors use model lessons to help mentees develop their understanding of effective instruction, particularly when the shifts in instruction are new or unfamiliar to a mentee. For modeling 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 key components. The 3 key components are co-planning the instruction for the model that will take place, conducting the model lesson or activity using observation with notes, and then debriefing the lesson or activity. We are going to dive deeper into each key component to ensure we have a strong understanding of modeling best practices and how to put it into practice with our mentees.

These three key components are listed on page 47 of handout.



●**Duration**: 10 minutes

Note: The bullets included on the slide are listed on page 47 of the handout.

●**Facilitator says**: Your coaching plan will be a wonderful resource for you to review prior to meeting with your mentees to co-plan the instruction. The coaching plan really allows you to think through the process you are about to engage in with your mentee as you get down to the nitty-gritty of planning that intervention support. So you will definitely utilize the ideas you developed on the coaching plan during the co-planning conversation. Co-planning takes place when you are ready to model best practices for your mentee. Before you engage in modeling, you'll co-plan what will happen during the lesson. When you meet with your mentee to co-plan the instruction for the model lesson or activity, the first thing you'll want to do is confirm the logistics. These logistics include the date, time, location, length of the model lesson or activity, and when you will meet to debrief. Remember we when talked about plan for interventions that the modeling that you do doesn't have to be an entire lesson, it could just be part of a lesson or a shorter activity. You'll want to confirm these details during the co-planning conversation. Next you will want to confirm the purpose or the goal of the model lesson and make a clear connection to how the model will support the

mentee in meeting his or her SMART goal.

- In continuing with our example from plan for interventions, the mentee is working on holding students accountable for using relevant text evidence to answer questions about the text rather than relying on personal experiences and opinions. [Note: this SMART goal was found in Scenario 1 - (*Students will use relevant text evidence to answer questions about the text in every text-based lesson in the next Guidebooks unit so that they can demonstrate their comprehension of texts without relying on personal experiences or opinions, as measured by teacher observations of oral answers to text-dependent questions.)*
- Therefore the goal of the lesson or activity you are planning to model for the mentee should have a clear connection to this goal. As you plan the lesson or activity you want to make your thinking as visible as possible so your mentee can gain insights from your decision making process when it comes the model lesson's purpose/goal. For example the two of you may talk through the Guidebooks lesson you plan on modeling for him or her, and as you make your own implementation notes in the lesson plan regarding how you plan to engage students in using text evidence to answer questions the mentee will be able to gain insights into your planning process for this particular skill. The last, and probably the most important piece is to develop a "look-fors" checklist for the mentee to complete during the model lesson specific to the purpose/skill the mentor is modeling for the mentee. This keeps the mentee actively engaged during the demonstration and helps him or her hone in on the specific skills they are looking to improve upon in regards to their SMART goal. In sticking with our example some look-fors that you may include on a checklist for this particular SMART goal are to note the type of questioning the mentor uses that requires students to go back into the text looking for evidence and what signals the mentor uses to redirect students who are struggling with finding relevant text evidence when answering questions. We are going to do a quick role-play to demonstrate what this type of co-planning conversation can look and sound like so you can have a clear picture of what this looks like in practice using the sample SMART goal we've been working through. As we conduct this fishbowl, take note of how we confirm the model lesson's purpose and connection to the SMART goal, make our thinking visible, and start to develop a look-fors checklist. For your reference, the Guidebooks lesson we will refer to during our conversation is in your handouts starting on page 48. You will also see a blank "look-fors" template on page 59.

- **Facilitator does**: Facilitators model a co-planning conversation using the example provided.
    - *Mentor - "Glad we got to meet this morning to talk about how I can best support you in meeting the SMART goal we came up with based*

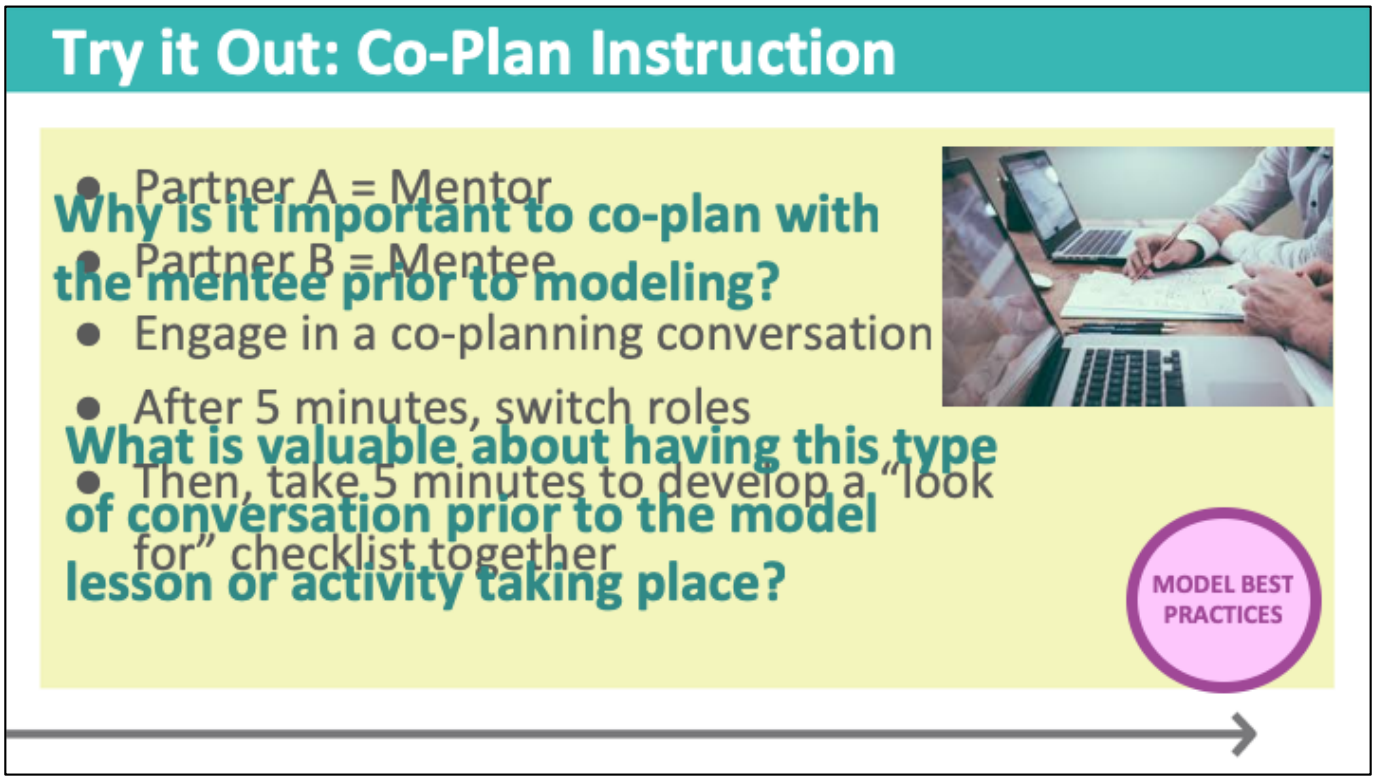
on the observation I conducted and our debrief conversation last week. I've been doing some thinking about your goal, and as you saw in the coaching plan, I think one of the ways I can best support you in reaching it is to model a small portion of a Guidebooks lesson during which I can work with your students on finding text evidence to support their answers to questions."

- *Mentee - "Yes, my students are really good at making personal connections and sharing their opinions, but I can't seem to get them to make the connection that while those connections and opinions are great - we need to utilize the text when it comes to the types of questions they are being presented with. I think I would like to see how you get students to do this in action."*
- *Mentor - "Great! So I was looking at what you have coming up in your lesson plans and it looks like you are doing the XX lesson from the Guidebooks tomorrow, is that right?"*
- *Mentee - "Yes."*
- *Mentor - "So I was thinking I could come into your classroom after you've gotten the lesson started. Students could have already read the story and done some close reading with you, and then when it comes to the time to start asking those text-dependent questions, that's when I can take over."*
- *Mentee - "So I would get the lesson started and then you would take over the second part? I think that sounds good. But could you be in there for the part that I am teaching too in case it isn't going well?*
- *Mentor - "Sure, I think I can work that with my schedule. Let's confirm the timing, when do you teach ELA?"*
- ***[Finish confirming the logistics]***
- *Mentor - "This is the lesson that is coming up tomorrow, "Tops and Bottoms" and Text-Dependent Questions and I think it will work perfectly in alignment with your SMART goal. Students will have the opportunity to go back into the text and use text evidence to answer the questions I'll be posing from the Guidebooks lesson. So as I look through this lesson plan I want to look for opportunities to reinforce the text-dependent questions and prompt students to go back and find evidence to support their answers...this may come up in the teaching notes or in the "Let's Discuss" cards from the lesson. [**Explain to participants this is when you are making your thinking visible as you go through the lesson plan/activity together jotting down your own notes for the model piece]***
- *Mentor - "The last thing we need to discuss is what you'll be doing while I am modeling. You should definitely be observing both me and the students, but I want us to come up with a specific look-fors*

checklist for you to complete while you observe me teaching."

- *Mentee - "Okay, that sounds good. I know one thing I really want to watch out for is how you get students to actually go back in the text to find evidence."*
- *Mentor - "That's a great thing to put on the checklist* ***[model filling out a checklist using the template from the handouts]*** *So you'll want to make note of what wording and/or signals I use to remind students to go back into the text to look for evidence after I ask them a question. I think another item for the checklist is how I phrase the questions in such a way that should signal to students they need to find evidence rather than just answering from personal experiences or their own opinions. Let's add that onto our list as well…* ***[Mentee pretends to add this to their checklist.] [Explain to participants this could continue to include a few more checklist items, but for time purposes that's all you will be modeling.]***
- *Mentor - "Well, I look forward to seeing you tomorrow at XX o'clock for this lesson. When is a good time for you to meet after tomorrow to debrief?*
- *Mentee - "I could do Friday during our lunch time - will that work?"*
- *Mentor - "Sounds great - I will see you tomorrow!"*

- **Facilitator says:** Okay, so that's a sample co-planning conversation. Next you'll have a chance to role play this and to create your own practice "look fors" checklist.



NOTE: the wording on the slide is NOT messed up, it will be animated when it's in presentation mode.

- **Duration**: 25 minutes

- **Facilitator says:** Now we want to give you a little time to practice your own co-planning conversations. To engage in this role-play we are going to ask that you meet up with your 3:00 partner. You'll want to take your handouts and any other notes you may want to use when practicing a co-planning conversation. Once you find your 3:00 partner, go ahead and find a place to sit and work together and then I will give you further instructions. **(give participants time to find their new partners and a comfortable place to work)**
  - A lesson from the Guidebooks that could support your role play with a fictional mentee's close reading SMART goal is in your handouts starting on page 41. The SMART goal is one that we discussed earlier during plan for interventions and can be found on page 19 of your handout. The lesson is called, Analyzing Figurative Language and Character Development, "My Louisiana Sky" chapter 2. You may also reference the sample "look-fors" checklist from our model we just did for you all on page 37 of your handout. (Provide 5 minutes to review the lesson)

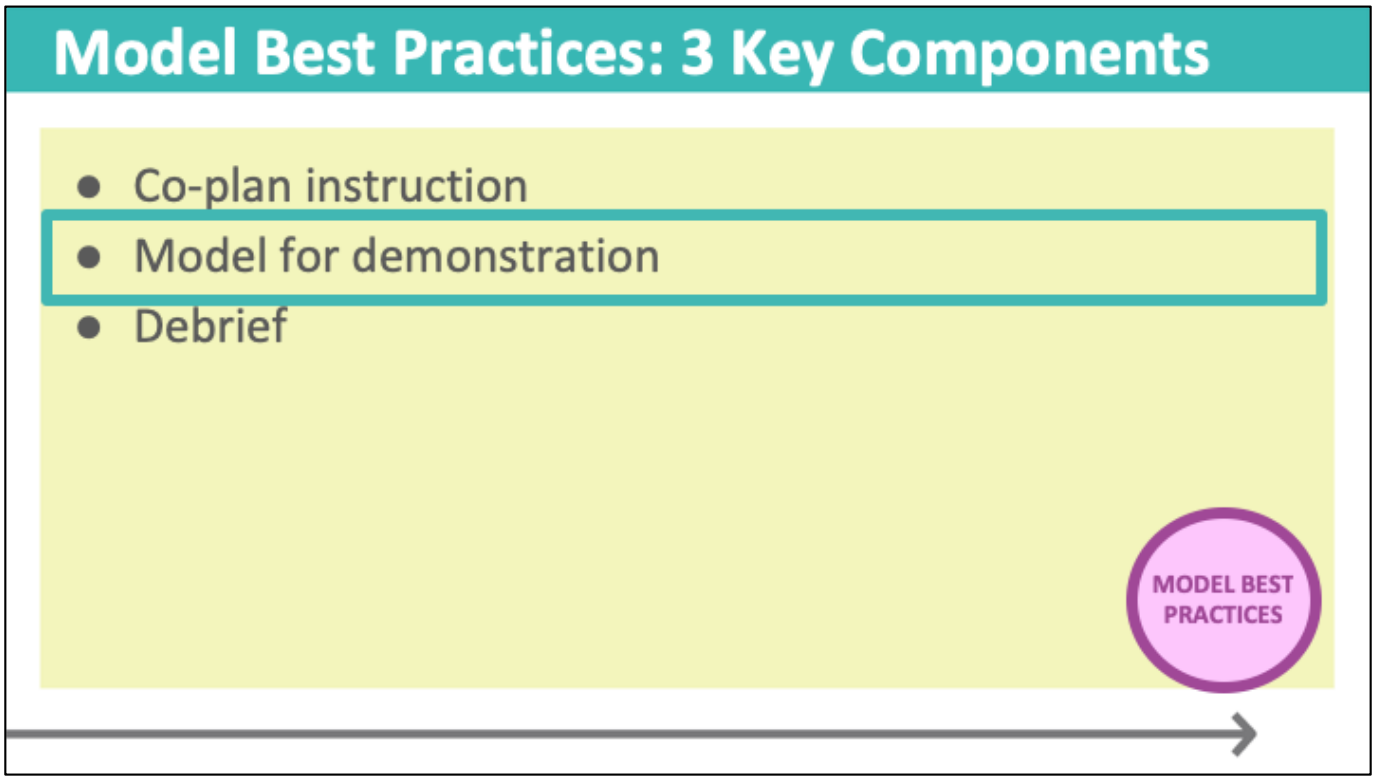
- Okay, with your new partner, decide which one of you will be partner A and which will be partner B. Partner A will start off playing the role of the mentor and Partner B will be the mentee. You will have 5 minutes to engage in a practice co-planning conversation using the close reading SMART goal and the lesson plan provided. After 5 minutes we will have you switch roles and Partner A will become the mentee and Partner B the mentor and they will have the chance to practice this type of conversation as well. We know this may feel awkward at first, but engaging in this practice is important so you will feel better prepared in engaging in this type of conversation in real life with your mentees.

- **Facilitator does:** Circulate as participants are practicing their co-planning conversations, providing feedback and support where necessary. After 5 minutes, indicate to the group to switch roles to allow both partners to have the opportunity of playing the role of the mentor and mentee.

- **Facilitator says:** Now we want to give you the opportunity to create a "look-fors" checklist for another skill you may need to support a mentee in that relates to this morning's content learning. If your mentee was working on engaging students in close reading of anchor text in her current Guidebooks unit and you decided the best intervention to support them in improving in this area was to conduct a model lesson, what would you want them to look out for as you model? Take 10 minutes to work with your 3:00 partner and develop some "look-fors" you think would be good for the mentee to have on a checklist for this particular skill. Remember, a lesson from the Guidebooks that could support your work with this fictional mentee's goal is also in your handouts starting on page 60. The lesson is called, Analyzing Figurative Language and Character Development, "My Louisiana Sky" chapter 2. You may also reference the sample "look-fors" checklist from our model we just did for you all on page 58 of your handout.

- **Facilitator does:** Circulate to provide support as participants work on their checklists. After 10 minutes, invite a few participants to share out their ideas with the whole group.

- **Facilitator says:** (Pose the questions to the group & **animate the slide**) So why is it important to co-plan with the mentee prior to modeling? **Animate the slide.** What is valuable about having this type of conversation prior to the model lesson or activity taking place? (invite a few participants to answer each question) As we move into the next piece, model for demonstration, we would like for you to stick with your 3:00 partner a little longer because you will work with them during the next activity as well. So hang tight.



- **Duration**: 30 seconds

- **Facilitator says:** Once you have co-planned the model lesson or activity with your mentee it is actually time for the modeling to occur. You will have confirmed the logistical details of when the model lesson or activity will take place when you co-planned with your mentee, so now let's talk a little bit more about what should take place during the actual modeling.

Model for Demonstration

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

MODEL BEST PRACTICES

- **Duration**: 3 minutes

- **Facilitator says**: These are some tips to keep in mind when conducting the model lesson or activity that you co-planned with your mentee. Some of these may be a review from our earlier module when you were introduced to demonstration teaching. They can be found on page 71 of your handout. One thing you can do prior to starting is share with the students about what's going on - who you are and why you're there about to teach them. This supports what we've discussed in previous modules about growth mindset. This shows the students that teachers are learners too and their teacher has a goal, something they are working on to get better at and you are there to help them to accomplish it. Remember to make your thinking and decision making as explicit as possible for the mentee who is observing you. For example if you are modeling how to hold students accountable for using relevant text evidence to answer questions about the text, when you are asking the students questions from the guidebooks lesson you may say something like, "Remember the question isn't asking your opinion it is asking for evidence from the text, how do we find evidence from the text?" or "I am hearing you make a connection to a personal experience, but I want us all to go back to the question and think about where in the text could we find support for the answer?" Another way to make your thinking and decision

making more visible to the mentee during the actual model lesson or activity is to take time to step in and out of your lesson. You would want to let students know ahead of time that at times during this activity I am going to pause to discuss some things we are doing with your teacher. Tell the students it's their job to wait and even listen in if they'd like. Students love being on the "inside" of the conversation. This supports what you already shared with students before the lesson started that teachers are learners too and we are all working to improve. Some sentence starters are shared on page 71 of your handout to help guide when you may want to step in and out of the model piece to make sure you are being as explicit as possible with your decision making. You also want to encourage the mentee to not only watch you and what you are doing, but also to watch for how the students respond to the instruction. The mentee should watch to see the interaction between what the teacher does and what students do as a result. Of course, the mentee should be actively engaged in the observation process using their checklist that you developed during the co-planning conversation. And remember, you don't have to model an entire lesson if not needed to meet the purpose or goal of the intervention. Keep it focused!

- **Duration**: 8 minutes

- **Facilitator says**: Just like we modeled and you practiced the co-planning conversation we are going to do the same thing now with conducting the actual model lesson or activity. As awkward as this type of practice may feel, it is super important to do so you can practice using all of the tips from the previous slide when you engage in a model lesson. We are not going to model an entire lesson and when you practice, you will not either. One of us will play the role of the mentor conducting the model lesson, and the other will play the role of the mentee who is observing and using the checklist of look-fors to take notes on while observing. We will be using the same lesson plan we've been referencing.

- **Facilitator does:** Model modeling using the following script [feel free to beef it up or add your own thoughts into the model to make it more realistic/natural]

Note: The facilitator who is playing the mentee during this piece should look actively engaged, taking notes on the checklist as you watch the mentor model.

- *Mentee - "Good morning class! Remember how I told you all yesterday that I*

was going to have a friend come by our classroom today and help us work on some things? Well here she is! This is Mrs. _____ - Can you all say hi? Mrs. _____ is such an awesome teacher and she has agreed to help me with a personal goal that I am working on. So today she is going to be your guest teacher and I am going to be watching very closely as she works on our next Guidebooks lesson with you all. "

- *Mentor - "That's right! I am so happy to be here and am looking forward to teaching you all today. I also want to let you all in on a little secret - we are all learners in this classroom. All of you, your teacher, and me - today we are all going to be learners. So while I am teaching you today, there might be something really specific I want to point out or tell your teacher so I might pause the lesson a few times and ask you to talk to a shoulder partner, or to think silently for a minute or two so I can go chat with your teacher and point out some things about our lesson today that are working or maybe even not working. Can you all help me with that today? Awesome!"* ***(Mentee goes and sits down ready to observe the mentor teacher in action.)***
- *Mentor -* ***(Step out of the model piece for a moment and inform participants that you are skipping to card 7 in the lesson plan for time purposes)*** *Okay, now that you are partnered up we are going to start answering some questions about the folktale we just read. With your partner, I want to see both of you going back into the story and finding the answer to each question. Why is it important to go back into the story to find your answer?* ***(pretend a student answers the question)*** *That is right - because we don't want to just make up answers that we think are correct when we can go back into the text and find that supporting evidence, right? Okay and when you go back into the text and think you've found that supporting evidence I would like for you to place your finger on the answer and then discuss with your partner. When you are ready to share raise your hands. So here's the first question, Why are Hare and his family in 'very bad shape'? Go for it!*
- *Mentor -* ***(go up to the mentee as if students are working and you are now discussing a bit of what's happening with the mentee)*** *So one of the things the guidebook teaching notes makes sure to tell students is to put their finger on the evidence because this helps to really ensure that they are going back to the text rather than just using their background knowledge or opinions to answer the question* ***(point to where it says that in the guidebooks lesson plan)***
- *Mentee - That's good - I think that will help some of my always want to be first to finish friends to slow down and really go back and look in the text. I wrote that down on my notes to make sure to use that language of putting your finger on the evidence.*

- **Facilitator says:** Okay, so that's a sample of modeling for demonstration.

Next you’ll have a chance to role play this.

Model for Demonstration

Mentor: Practice modeling a short segment of the Guidebooks lesson. Make your thinking and decision making visible!

Other group members: Practice observing and taking notes on the "look fors" checklist or provide student interaction.

- **Duration:** 30 minutes

- **Facilitator Says:** It is now your turn to practice modeling for demonstration. Rather than working in just groups of 2, we want you to work in groups of 4 to hopefully add some additional voices during your model practice. So right now you are with your 3:00 partner, we would like you and your partner to find another pair to work with to create your group of 4. Once you find another pair to form your group of 4, find a comfortable place in the room to work. You will want to take all of your handouts with you for this next piece.

- **Facilitator Does:** Allow time for pairs to form groups of 4 and settle into a new spot before giving the next set of instructions.

- **Facilitator Says:** So let's go back to the SMART goal you just role played a co-planning meeting for - engaging the students in close reading of the anchor text. Using the "look fors" checklist you made, the modeling tips we just discussed, and the Guidebooks lesson, you are going to role-play modeling a short segment of this Guidebook lesson. Each group member will have 5 minutes to practice being the mentor while the other group members can play the role of mentee and/or students in the class. Because there is plenty of content in the guidebook lesson, we ask that each of you choose a

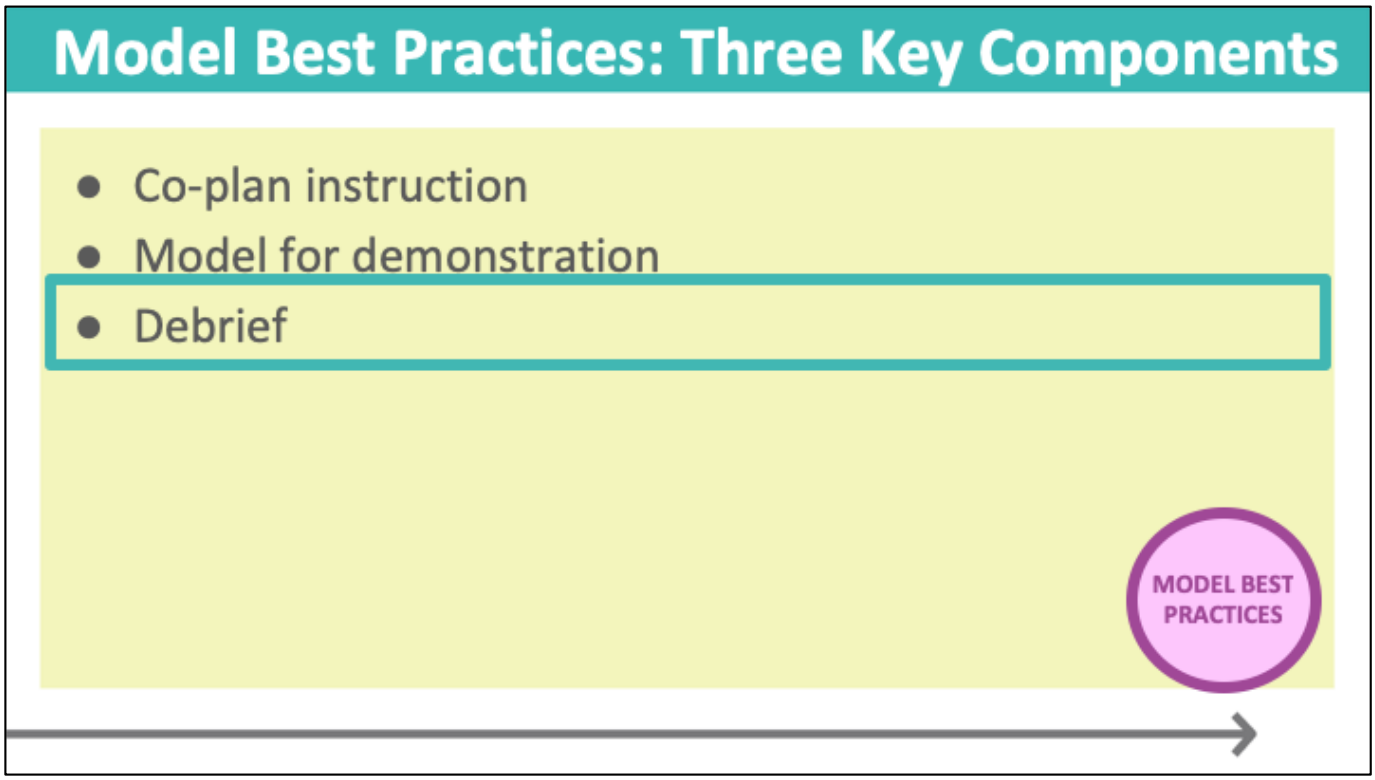
different section of the lesson plan to be “your part.” So before we get started with the modeling practice, we will give you 5 additional minutes to look through the lesson plan that starts on page 60 of your handout, and decide who will take on which small section of the lesson plan for their practice time, and give you time to think through how you are going to teach it to “your class.” Remember, you’re just going to model a short part of the lesson, and there is no expectation of perfection - this is your chance to try it out, experiment, and make mistakes.

- **Facilitator Does:** Give groups 5 minutes to read through the lesson plan in more detail and divide up sections for each group member so they each have a small chunk of the lesson to practice model teaching with.

- **Facilitator Says:** One group member will start by taking the role of the mentor and will model for the other group members. The other 3 group members can designate who will play the role of the mentee and who may take on the role of students to provide some more “real-life” interactions. I recommend you really take this opportunity to practice making your thinking and decision making visible, using the sentence starters found on pg. 71. Remember we know how awkward this can feel, so just have a little fun with it. It is okay to be cheesy - but really focus on making your thinking visible to your mentee and supporting them in meeting the SMART goal connected with this particular model lesson. After 5 minutes, I will call time, and you will all switch roles.

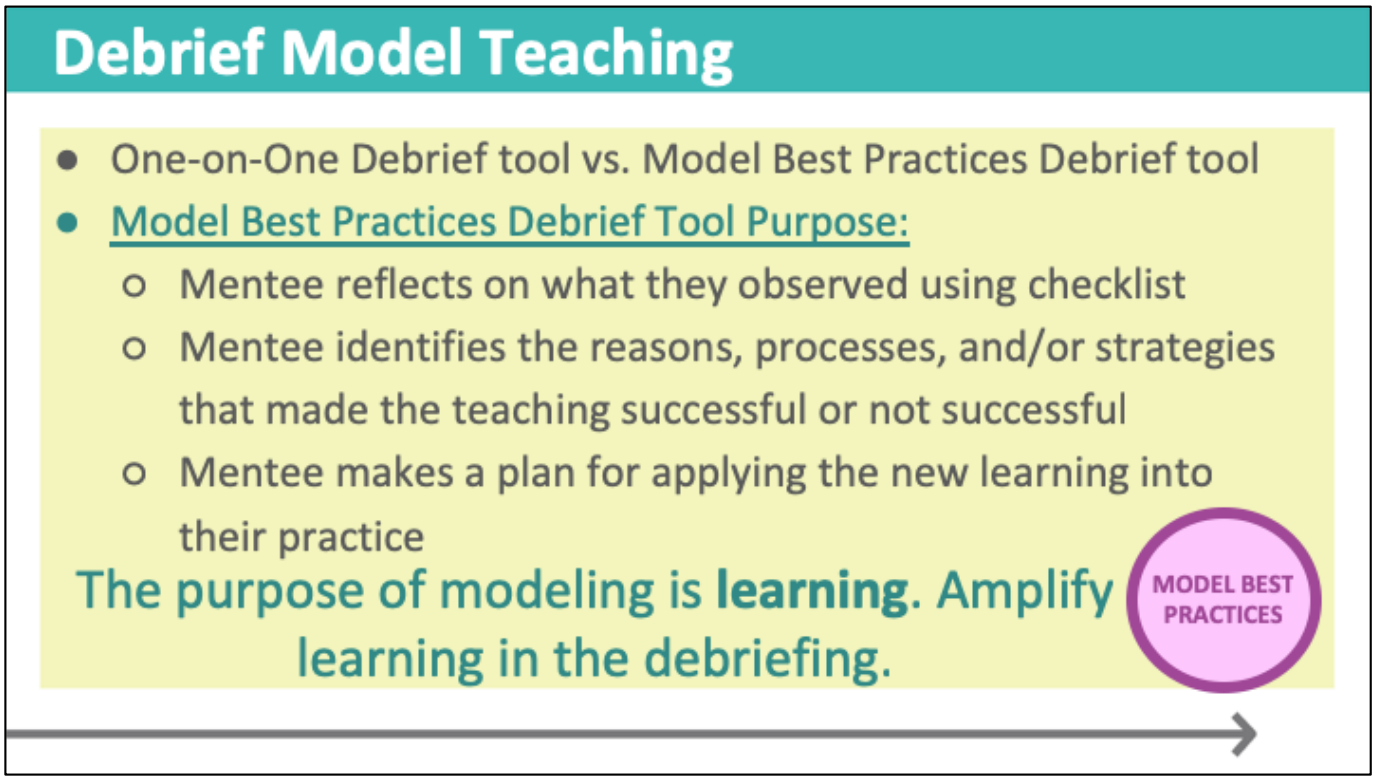
- **Facilitator Does:** Time 5 minutes for each group member making sure everyone has the opportunity to play the role of the mentor, which means you will do this a total of 4 times.

- **Facilitator Says:** You may thank your group members and go ahead and head back to your original tables/spots.



- **Duration**: 30 seconds

- **Facilitator says**: After you have completed the model lesson or activity you will want to confirm a time with your mentee to meet and debrief what they observed. This is the third key component of modeling best practices. While we have learned about the one-on-one debrief that follows an observation you conduct of the mentee, this type of debrief is a little different because in this situation, the mentee was the one observing you this time watching for very specific actions that will support the mentee in meeting the SMART goal.



- **Duration**: 3 minutes

- **Facilitator says**: The one-on-one debrief you conduct following an observation of a mentee differs slightly from the debrief tool we are going to share with you that you can use to debrief a model lesson or activity. As you may recall, the one-on-one debrief's purpose was to identify and finalize the 1-2 SMART goals with your mentee as a result of what you saw during the classroom observation. The debrief template we shared with you even had space for you to jot down some notes ahead of time to keep your most important ideas and thinking regarding a prioritized area of growth and goal ideas right in front of you during the conversation. However, with this type of debrief, there really isn't much pre-planning needing to be done on your end. This type of conversation happens a little more organically and only has space for some pre-planned questions and a spot to take notes during the conversation. However, the two tools are similar in that you don't want more than 48-72 hours to pass by between the lesson and the debrief because you want the lesson to be fresh in your and your mentee's memory. The purpose of the Model Best Practices debrief tool is:
  - To allow time for the mentee to reflect on what they observed using their notes from their "look-fors" checklist as evidence/data
  - To have the mentee identify the reasons, processes, or strategies that

made the teaching successful or in some cases not successful, which can also be a valuable learning experience
    - To give the mentee the opportunity to make a plan for applying the new learning into future lessons/curriculum coming up in their scope and sequence

- **Facilitator does**: animate the slide

- **Facilitator says:** Remember that the purpose of modeling is learning. We want to make this very clear during the debrief conversation.

Debrief Tool

Model Best Practices: Debrief the lesson

Suggested Guiding Questions for Discussion	Debrief Meeting Notes
Primary Questions	
How did this model lesson or activity help you?	
What did you see that was effective? (Encourage mentee to use their checklist from the observation)	
What did you see that was ineffective? (Encourage mentee to use their checklist from the observation)	
Application Questions	
What will you integrate into your teaching? How will you do that?	
What would you change/modify if you were teaching this lesson and why?	
Clarifying Questions	
What parts of what I was modeling during this lesson or activity still need further clarification?	
Closing Questions	
What is/are the top learnings you are taking away from the model lesson or activity?	
How can I support you as you begin to integrate what you are learning?	

MODEL BEST PRACTICES

- **Duration**: 10 minutes

- **Facilitator says**: In your handouts on page 72 you will find a debrief tool that can be used following a model lesson or activity. This tool includes questions on it that will help the mentor facilitate a debrief/reflection conversation that hits all of the points on the previous slide. Remember, providing a model lesson for a mentee is rendered pointless if it is not followed up with a debrief conversation to reflect on the new learning and how the mentee plan to implement the new learning in their practice. So take 3 minutes to look over this debrief tool.

- **Facilitator does**: Allow 3 minutes for participants to read over the model best practices debrief tool.

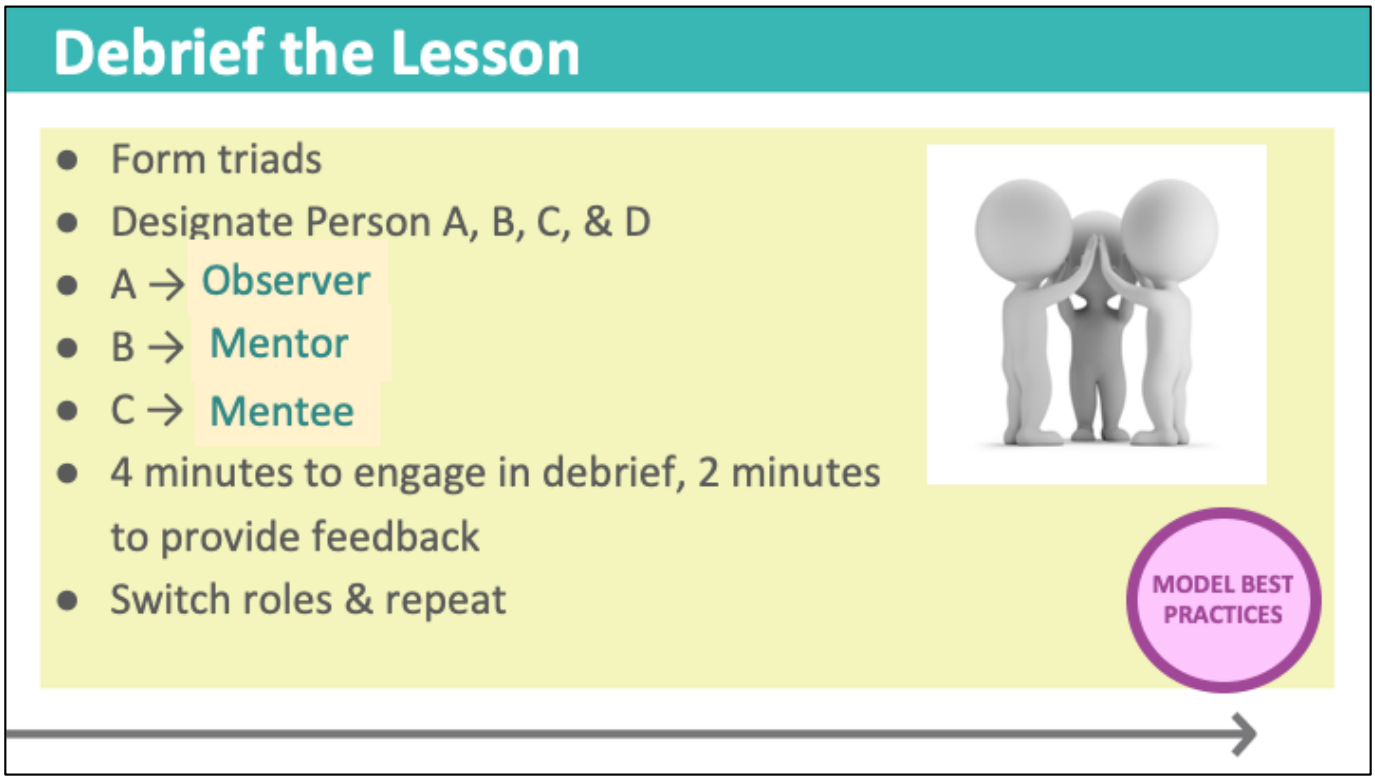
- **Facilitator says:** One quick thing I want to point out about this tool is that it is not meant to be used from top to bottom. You do not need to ask your mentee every single question on this sheet. You can choose the questions that best meet the needs of the conversation or depending on how the conversation is flowing you will choose the most relevant questions. You will see this during our demonstration. We are going to fishbowl a short segment of a debrief conversation using this tool as our guide. Feel free to jot down

notes of what you see us doing during the model in the meeting notes section. We are going to stick with the example we've been using throughout this section of the training. We've co-planned, modeled, and now we are debriefing how the lesson went during which the mentor modeled holding students accountable for using relevant text evidence to answer questions about the text in order to demonstrate comprehension.

- **Facilitator does:** Facilitators model a short segment of a debrief conversation using the example provided. (Feel free to beef up the script to make it more realistic)
    - *Mentor - "Thanks for taking the time to meet with me. I had a great time modeling in your classroom and now just want to take some time to debrief about what you observed and hopefully some new learning that occurred for you during this process."*
    - *Mentee - "Sounds good."*
    - *Mentor - "So just thinking about the model lesson overall, how did do you think it helped you with regards to your SMART goal?"*
    - *Mentee - "Well, I enjoyed getting to see someone else teach finding text evidence in my classroom with my students. A lot of times people have just told me ideas to try or read this blog for new ideas and while that is great, it was much better to see these new ideas live in person with my own students."*
    - *Mentor - "That's great to hear. It sounds like seeing some new strategies used live in action had a powerful impact on you. So tell me, what were some things you observed using your checklist that were effective in the lesson?"*
    - *Mentee - "Well starting off it was helpful to be part of the planning process because something I noticed you did was as you went through the guidebook lesson, you made note of where the text dependent questions were going to come up. This showed me how you already knew when and where in the lesson students may struggle, and you were prepared ahead of time because of making those notes as we went through the lesson plan. During the lesson I noticed when students gave you answers that were personal connections or opinions rather than based in text evidence you used different scaffolding signals to remind them about going back into the text such as, 'where in the text did you read that?' or 'Remember, your finger must touch the evidence before raising your hand to share your answer.'*
    - *Mentor - "I'm so glad you noticed that. Often times students just need quick, simple reminders to look for that text evidence. Those simple reminders over and over again will eventually get ingrained in their brains to where it becomes more natural for them to go back into the*

text." ***[Note to participants that if there were other specific things during the model that you hoped the mentee would pick up on but didn't mention during the debrief that they can feel free to touch on those points as well.]***

- *Mentor - "What will you integrate into your teaching as a result of what you saw during the model?"*
- *Mentee - "I plan to take the time prior to the lesson or activity to deliberately plan for those high-level, text dependent questions and know exactly where they come up in my lesson so I can be better prepared to support my students in being fully ready to find that text evidence. I also have some new tools in my toolbox to help students when they are struggling in finding evidence."*
- *Mentor - "That's great - I am so glad to hear that. So how can I continue to support you as you integrate this new learning into your practice?"*
- *Mentee - "I think it would be helpful for you to come observe me teaching another lesson that is focused on finding evidence and giving me some feedback on how I utilize these new strategies with my students. I would love some help in determining if my new learning is truly having the impact on student learning that I need it to."*
- *Mentor - "I can definitely do that. When would you like me to come?..."* ***[end scene]***



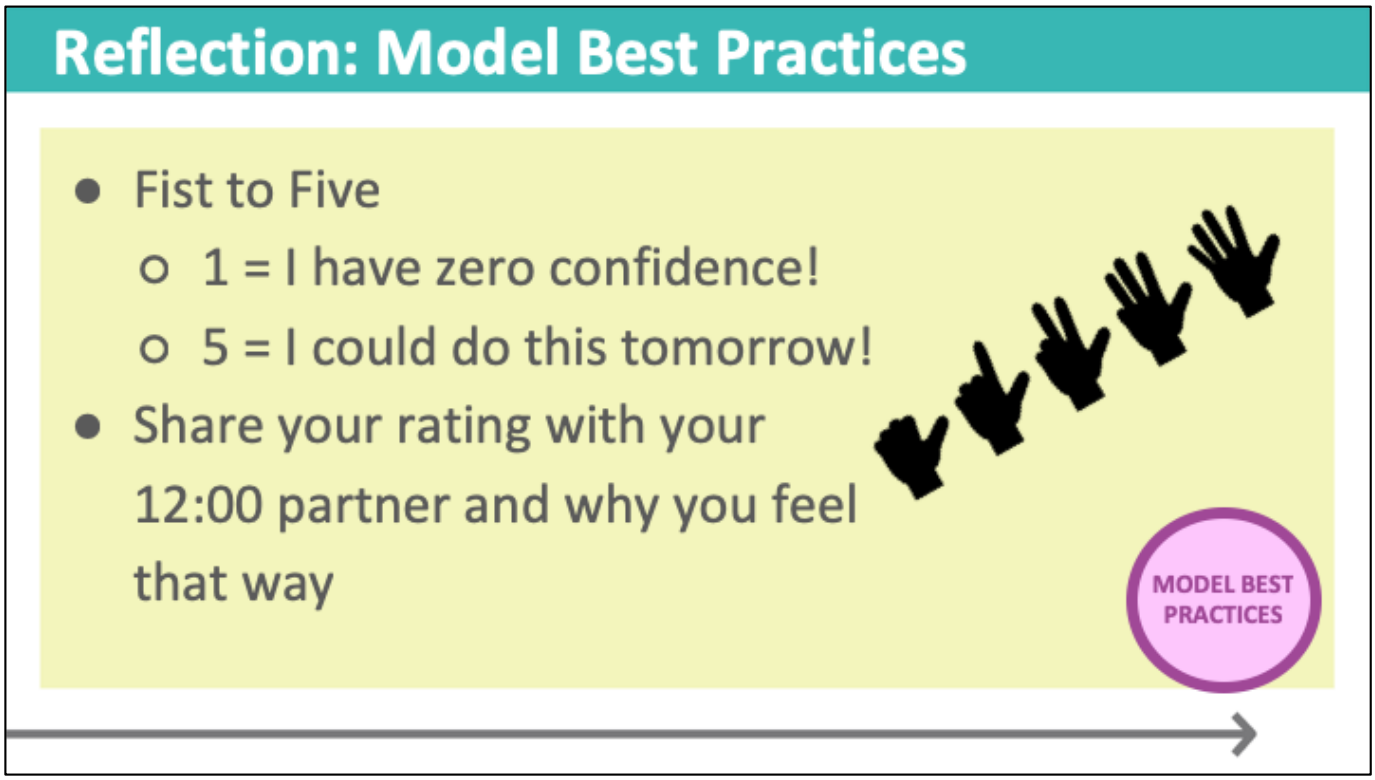
NOTE: THE SLIDE INCLUDES ANIMATIONS - THE TEXT IS NOT MESSED UP ON THE SLIDE!

- **Duration**: 20 minutes

- **Facilitator says:** Now we want to give you all the opportunity to role play a short segment of a debrief conversation as well. For this role play, we are going to pretend that yesterday you conducted the modeling we role played earlier. So your debrief conversations will be in reference to that modeling of that SMART goal with that lesson. To engage in this role-play, you will work in triads. In your triads you will decide who will be person A, B, and C. For the first rotation, person A will act as the mentor, person B will act as the mentee, and person C will be an outside observer providing feedback to how the mentor does during the role play practice. The person playing the mentor will facilitate the debrief conversation using the debrief tool on page 60 of your handout. The person playing the role of the mentee should do their best to being a thoughtful, reflective classroom teacher to make this experience more authentic for the person playing the mentor. The person playing the observer should make notes on how the mentor facilitates the conversation that supported the mentee's thoughtful responses to the questions. Feel free to jot notes to provide specific examples to the mentor about how the behaviors, questioning, paraphrasing, etc. supported the mentee's success.

Everyone will have 4 minutes to engage in the debrief conversation, followed by 2 minutes for the observer to provide feedback on how it went. We will then switch roles twice, so everyone can have an opportunity to be in each role. What questions do you have? (answer any clarifying questions needed). Go ahead and form your triads, you will want to set up 3 chairs together for you all to sit with one another. Once I see everyone is set up and ready I will start a 4 minute timer.

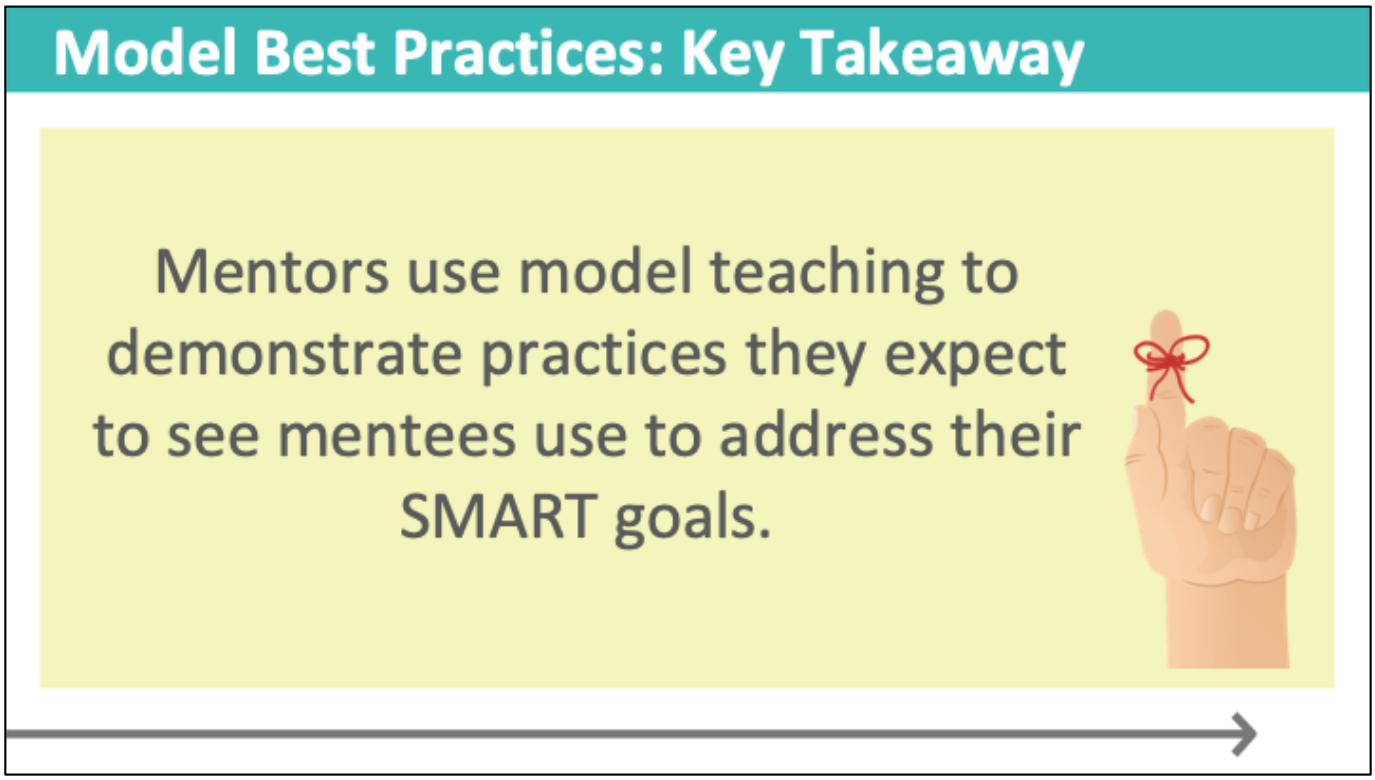
- **Facilitator does:** Once you see everyone in their triads ready to start make an announcement to begin the role-play. After 4 minutes ask everyone to stop and give observers 2 more minutes to provide feedback to their partners. After the 2 minutes is up, ask everyone to rotate to a new role. **animate the slide to change the roles on the screen** (i.e. Person A becomes observer, Person B becomes mentor, and Person C becomes mentee) and restart the timer for 4 minutes. After 4 minutes, allow 2 more minutes for observers to provide feedback. After 2 minutes, have everyone switch roles one last time. **animate the slide to change the roles on the screen** (i.e. Person A becomes mentee, Person B becomes observer, and Person C becomes mentor).



- **Duration**: 5 minutes

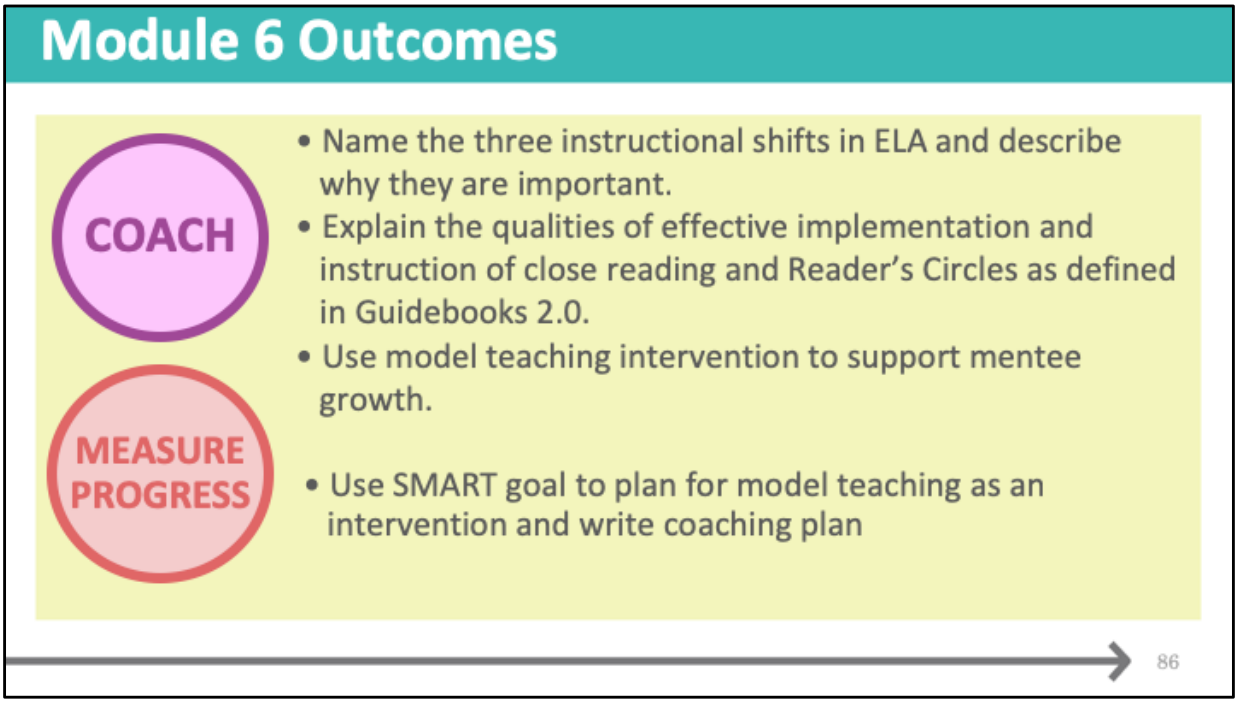
- **Facilitator says:** Now that we've gone through all 3 key components of model best practices, I want you to give yourself a rating using a fist to five rating on how prepared you are feeling to engage in a model lesson or activity with your mentee - if you give yourself a 1 this means you have zero confidence, all the way up to 5 being you could implement this tomorrow. **Pause for a few seconds for participants to rate themselves.** Now I would like for you to meet up with your 12:00 partner. Once you find your partner you will have 2 minutes to share your rating and why you feel this way.

- **Facilitator does:** Circulate and listen in on conversations. After 2 minutes invite a few different participants to share out with the whole group - try to call on participants with varied rating levels. Acknowledge that you don't expect everyone to be an expert at this point - this requires practice -- and we will support as much practice as we can as we move through the final three days of training together. Ask everyone to return to their seats.

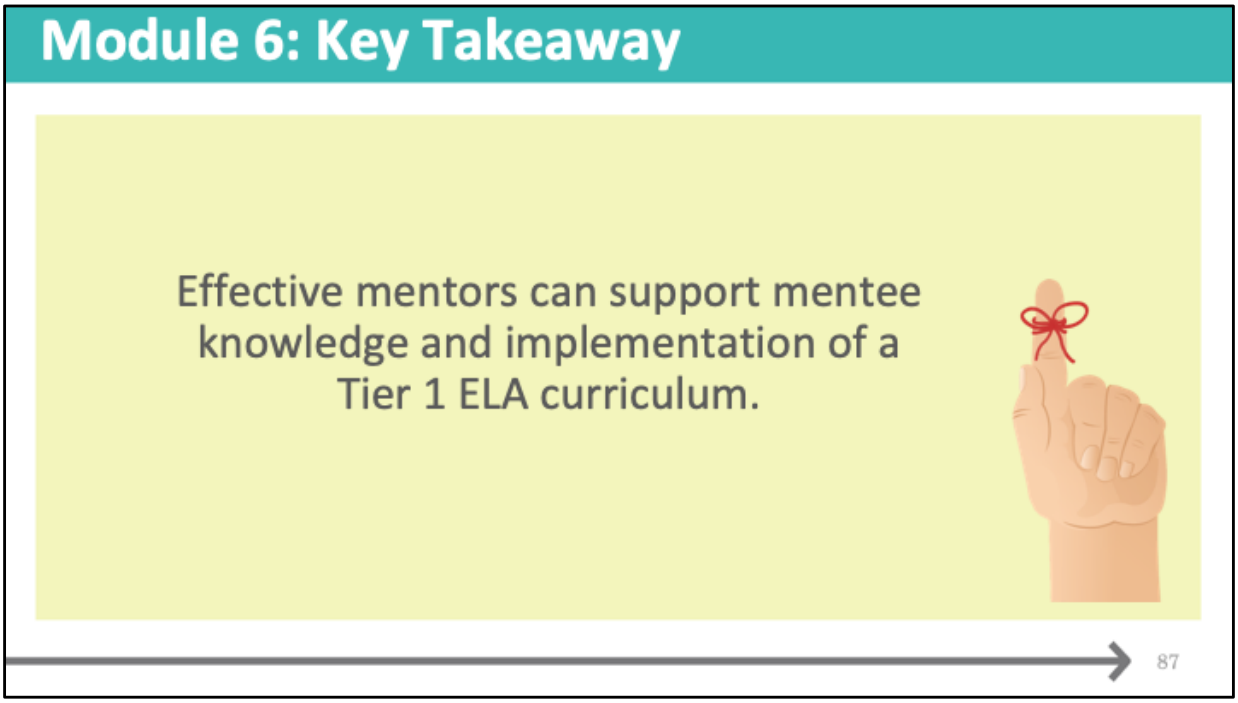


- **Duration**: 1 minute

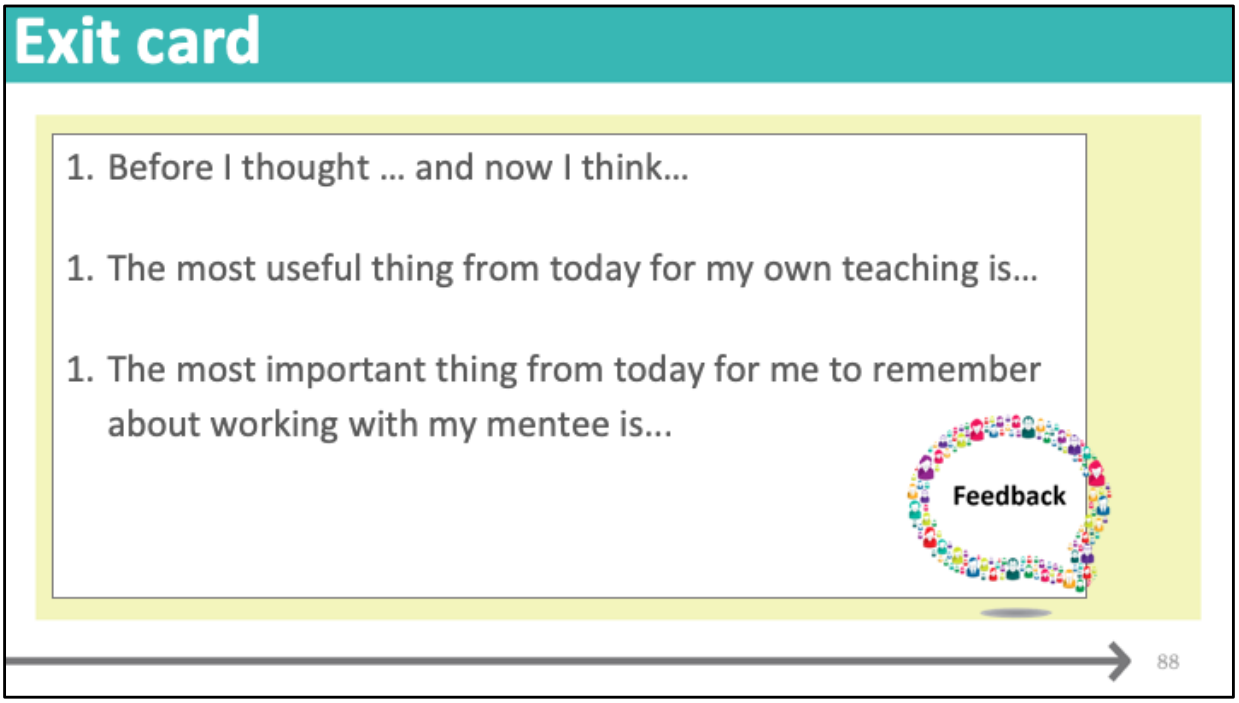
- **Facilitator says**: As we bring this section to a close, the key takeaway is, Modeling best practices is an effective intervention method for mentee teachers. Take 1 minute to reflect on this statement, and jot down any personal thoughts regarding this statement on page 73 of your handout.



- **Duration:** 1 minute
- **Facilitator says:** Congratulations - today we accomplished these outcomes!



- **Duration:** 1 minute
- **Facilitator says:** As we wrap up our day together, remember...
- **Facilitator does** – read slide. Page 73 on handout



- **Duration**: 3 minutes

- **Facilitator says**: Before you leave today, please complete an exit card on page 75. 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.