**Duration:** 2 minute

**Facilitator says: Welcome. It is good to see you again.** Please be sure to sign in. You will need a packet of materials for this session. Please sit with your learning team if you are not doing so now.

Take a moment in your learning team to do a 10 second check in. How are you at this moment? Just a few words.
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 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.
Facilitator says: During this module, we will once again focus on both coaching and measuring progress.

First, we will explore the important features of *Standard for Mathematical Practice (SMP) 4: Model with mathematics*, and the high school conceptual category of the same name. Specifically, we’ll study the idea that modeling is fundamental to how mathematics is used and applied in everyday life.

Next, we’ll focus on the question, “How do we encourage students to value struggle, failure, and perseverance in our classrooms?” The session is grounded by the Agile Mind article, “Persistence and effective effort”. You will be able to reflect on your own experiences with struggle—and to connect these experiences to support students in productive ways.

Finally, we’ll finish the day examining a dual commitment to growth mindset and setting new goals and determining future plans for intervention based on data.

Facilitator does: Reminds participants that the outcomes appear on page 2.
● **Duration:** 1 minute

● **Facilitator says:** In modules 6 and 7 we learned different types of interventions a mentor can use to help a mentee work towards their SMART goal - modeling and co-teaching. We also discussed how to conduct difficult or opportunity conversations with mentees. You’ve now had the opportunity to work with your mentee on a SMART goal. At this point you have likely all had the experience of asking yourself, ‘is my mentee making progress and how do I know?’ Today we’ll learn how to look at the mentee’s work and determine “what next?” In addition we will continue focusing on the mentor/mentee relationship piece and how to maintain those strong relationships with your mentees by adopting a growth mindset.

● **Facilitator does:** Reminds participants that the outcomes appear on page 2.
Module 8 Key Points - Morning

- Mentors, to succeed in supporting resident development, have deep content knowledge and content-specific pedagogy.

- The key shifts in the standards of focus, coherence, and rigor are evident in an EngageNY lesson and are supported by the content and practice standards.

- Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, understand the situations better, and to improve precision and processes for decision-making.

- Mentors recognize and describe strategic opportunities for students to apply persistence and effective effort strategies in the EngageNY lessons.

Duration: 3 minutes

Facilitator says: These are our key points for the morning.

Facilitator does: Projects slides with key points and provides time for participants to read through each.
Module 8 Key Points - Afternoon

- Understanding and practicing growth mindset is a method for continuing to build a mentee-mentor relationship that is focused on learning.
- Once a mentor has learned and practiced the mentor cycle, they can analyze new data, set new goals for their mentee, and plan for new interventions based on their mentee’s needs.

Duration: 3 minutes (with previous slide)

Facilitator says: These are our key points for the afternoon.

Facilitator does: Projects slides with key points and provides time for participants to read through each.
Preparing for Module 8

- Read through the outcomes and key points for Module 8
- Mark those you are eager to learn about because you can apply them in your classroom immediately and you can share with your colleagues.
- Turn to a neighbor and share the outcomes you selected.

**Duration:** 3 minutes (with previous slide)

**Facilitator says:** Mark the outcomes and key points that you look forward to apply immediately in your classroom and whose learning you are eager to share with colleagues. Turn to a neighbor and share the outcomes you chose.

**Facilitator does:** Projects slides with outcomes and provides time for participants to read through each outcome.
● **Duration:** 1 min.

● **Facilitator says:** Here’s the sequence of our agenda today.
**Our Agreements**

<table>
<thead>
<tr>
<th>M</th>
<th>Make the learning meaningful</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Engage mentally and physically</td>
</tr>
<tr>
<td>N</td>
<td>Notice opportunities to support the learning of others</td>
</tr>
<tr>
<td>T</td>
<td>Take responsibility for your own learning</td>
</tr>
<tr>
<td>O</td>
<td>Own the outcomes</td>
</tr>
<tr>
<td>R</td>
<td>Respect the learning environment, including use of technology</td>
</tr>
</tbody>
</table>

**Duration:** 8 minute

- **Facilitator says:** Our agreements as a team are reflected here. Give your team a score from 1 (low) to 5 (high) on how well you adhere to the agreements.

- **Facilitator does:** Facilitator asks each team to report its score.
Reflections on Assignments – Module 6 and 7

Partner task (5 min per partner)
Share your coaching plan, the interventions (modeling and/or co-teaching) and notes from your debrief conversation with your mentee.

Table task: (8 min)
Note patterns of learning across your table team.

Duration: 20 minutes
Critical idea: Mentors are accountable for applying their learning to deepen understanding and skillfulness. The assignments are designed to extend and expand their learning.

Participants will engage in reflection on their assignments in two parts.

● Facilitator says: We will devote the next 20 minutes to reflecting on your assignments to extend application, share what you learned and discovered, and reinforce your learning. You’ll note that this time is divided into two sections. First you’ll work just with one partner, sharing your coaching plan, intervention and a high-level description of your debrief conversation. Each partner will have five minutes to share.

● Facilitator does: After 10 minutes, signal a move to the team time for part 2 of the reflection on assignments. Circulate and listen to conversations, identifying points to reinforce the learning and monitor process.

● Facilitator says: Now let’s move into the team talk about the second assignment, Share and find patterns of learning across your team.

● Facilitator does: After 8 minutes, invite questions or comments from the teams (2 min)
From Content Leaders --> Module 2
Session 4: Instructional Strategies to Improve Curriculum Implementation

Facilitator says: We will now explore modeling with mathematics

Words of Wisdom
Organize participants in new mixed--grade level groups. This is important to get different perspectives in a conversation when participants compare SMP 4 Model with Mathematics and the high school conceptual category.
Critical Idea

Develop an initial understanding of the purpose for modeling with mathematics in the classroom. The LSSM for both middle school and high school identifies SMP 4 as modeling with mathematics. In addition, the high school standards identify modeling standards within each course (indicated with a star).

Facilitator says: “In previous modules, you experienced model lessons. You saw how engaging in the mathematics can develop conceptual understanding and procedural skill and fluency. Now, we will take a closer look at Standard Math Practice 4 Model with Mathematics.

Facilitator does: Ensure all participants have a marker. Each person is expected to add responses to the questions during the chalk talk activity. Explain the following directions.

Facilitator says:,
We will begin our study of Standard Math Practice 4 with an activity called a Chalk Talk. The purpose of this activity is to share our current knowledge and perspectives on what modeling with mathematics is and what it looks like in the classroom.

For this activity, you will have time to respond to each of the four questions listed on the posters hanging around the room. Each of the questions is related to modeling with mathematics. This is a silent activity. No one may talk at all. Anyone may add to the chalk talk as they please. You can comment on other people’s ideas simply by drawing a connecting line to the comment. Write as you feel moved.

Set the timer for 6 minutes. Direct participants to move independently around the room from poster to poster. Participants should write their individual thoughts in response to each question on the posters.

Circle or highlight some of the interesting ideas shared and invite comments to broaden the discussion, or pose questions about a participant’s comment.

( NOTE: The ideas listed on handout Modeling Chalk Talk—Possible Responses may not surface in this initial conversation. It is not necessary for these ideas to surface now. When you return to these posters after the reflection piece at the end of this session, share some of these ideas with participants if they have not yet been highlighted in conversation).

Words of Wisdom

At first glance, it might be tempting to connect modeling with the application component of rigor. It’s not necessarily true that these two are synonymous, although they are related. In this session, we will dig into the connections between the two and clarify the differences.
15 minutes

**Critical Idea**
Develop an initial understanding of the purpose for modeling with mathematics in the classroom. To grasp the full meaning and intent of SMP 4, multiple conversations and collaborative study are needed.

**Facilitator says:** “We will further explore the four ("Chalk Talk") questions and come to a shared understanding of how modeling with mathematics manifests with both students and teachers in the classroom.”

Direct Middle School Participants to find **LSSM_SMP 4 (p. 5)** and High School Participants to find **HS Modeling Conceptual Category (p. 5–7).**

**Facilitator says:**
- “Initially, you will only be reading the document that pertains to your grade band.”
- “As you read the document for your grade band, you should take notes and highlight important text in the document.”
- “Your goal is to come to a detailed understanding of modeling with mathematics for your grade band.”

**Facilitator does:**
- Give participants 3 to 5 minutes to read their grade band document thoroughly and take notes.
- After quiet reading and study time, direct participants to form groups of 2–4 so that each group is comprised of teachers who read the same document.

**Facilitator says:**
- “In your groups, discuss what each member recorded as he/she studied. As you hear important pieces of the conversation, you should add to your own notes.”
- Indicate meeting areas for each of the middle school and high school groups

**Facilitator does:**
- Give participants 1 minute to get into groups and 5 minutes to have their discussion. Circulate around the room looking for interesting beliefs to bring to the forefront in the whole group share out.
- Reconfigure participants into new groups. This time, combine a middle school group with a high school group. Allow each grade band 2 minutes to summarize their reading first.
- Once they have finished sharing their readings, focus the groups on finding similarities and differences between the 2 documents. (See below for sample responses)
- After the mixed grade–level groups have finished their table discussion, debrief the conversation as a whole group. Ask 3–4 participants to share the similarities and differences between SMP 4 and the high school conceptual category.

**Sample responses:**
**6–8 SMP 4:** Students are able to:
- Reflect on the reasonableness of results and whether it makes sense for the context.
- Make initial assumptions about the problem situation based on prior knowledge, understanding that these assumptions may need revision later.
- Identify important quantities and map relationships using multiple representations such as diagrams, tables, graphs, flowcharts and formulas.
- Analyze relationships to draw conclusions.
- Improve models to help with intended purpose.

**High School Modeling:**
- Modeling involves a different way of thinking about a problem and requires a cyclical process.
- Modeling provides students with experience in approaching problems that do not necessarily have a single “correct” answer.
- Modeling can have differing goals depending on the situation (quantitative prediction for weather; qualitative aspect to understand a system such as predator–prey populations).
- Critical variables must be identified, including essential features of the situation.
- Interpreted situation must be represented by diagrams, graphs, equations, or tables.
- Moving from interpretation to the representation involves reasoning
  - (algebraic, proportional, quantitative, geometric, or statistical).
- Quantitative information must be analyzed or synthesized to make or evaluate assumptions based upon the original situation.

**Words of Wisdom**
Be sure to revisit what modeling IS as well as what it is NOT to clarify that modeling with mathematics goes beyond showing different representations of a problem.
5 minutes

**Critical Idea**
Although these six student actions are specifically called out in the high school standards, middle school teachers should be able to make connections to similar student actions with modeling with mathematics at the middle school level.

**Facilitator does:**
Review the six actions students take over the course of a complete modeling task as stated in the high school LSSM and noted in the high school conceptual category handout, *High School Modeling Conceptual Category: Louisiana Student Standards: Companion Document for Teachers Algebra I: Modeling Standards*
- Highlight connections between these actions and those in middle school:
  - Making assumptions that may need revisions
  - Identifying important quantities
  - Representing relationships (tables, graphs, formulas, flowcharts)
  - Analyzing relationships to draw conclusions
  - Improving models to help with intended purpose

**Words of Wisdom**
This slide is a “tell” to help teachers connect the different documents they have been studying and make connections between modeling in middle school and in high school.
**Critical Idea**
It is important for teachers to provide opportunities for students to engage in these six modeling actions and to implement tasks that require all six in conjunction.

**Facilitator says:**
“This diagram is the representation of the six actions that students take over the course of a complete modeling task from the standards.” (Also located in *High School Modeling Conceptual Category: Louisiana Student Standards: Companion Document for Teachers Algebra I: Modeling Standards*)

**Facilitator does:** Animate: A box will appear around the middle part.

**Facilitator says:** “Why is this highlighted portion so important? Clarify this cyclical portion shows how often students will need to rework their initial hypothesis and try again based on what was learned the first time they engaged in the modeling cycle.

**Facilitator says:** “As a teacher, what is your role in each stage of this cycle?

**Facilitator does:**
- Give participants 2 minutes to use the diagram on handout *Module 2 presentation slides* to insert teacher moves, probing questions, etc.
- After the 2 minutes, direct participants to turn to their elbow partner and share.
- Participants should continue to add to their notes as they discuss with their partner.
- Finally, engage the group in a large discussion. Important points to surface:
  - Selecting a task (or developing one): consider whether the task requires students to make decisions about how to approach the problem mathematically.
  - Determine assumptions students might have.
  - Uncover common misconceptions or errors that might occur and monitor during the cycle.
  - Analyze what strategies could be used to intervene without taking over and use the strategies while the students work through the cycle.
  - Monitor work (take notes on strategies used, assumptions made and math opportunities).
  - Encourage analysis of their solutions to make sense of their solutions in context.
  - Summarize mathematical ideas that the students have.

**Words of Wisdom**
More important than memorizing the steps in the cycle is for both teachers and students to understand the iterative nature of the modeling cycle. Just as in the real world, modeling real life situations is not cut and dried. There are many ways to solve problems, many stumbling blocks involved, and students must be supported to understand that stumbling blocks require time to reflect and revise their thinking.
25 min. for next 3 slides

Critical Idea
This part of the activity allows participants to engage in components of a modeling task as defined by the LSSM.

Facilitator says and does:
- Introduce the video to participants. Say, “Now that you have a deeper understanding of SMP 4 Modeling with Mathematics, and the HS conceptual category of modeling, you will experience a modeling activity. We are going to watch a video clip. Do not take notes—just observe what is happening in the video.”
- Play the video clip.
- Ask, “Do you have any questions?” Select two or three participants to share out their questions.
- Acknowledge the questions and then pose the following (if it hasn’t been stated already): “How many steps will he run on the super stairs? How long will it take him to run them?”
- Direct participants to handout Super Stairs Worksheet (p. 11).
- Say, “I want you to make an educated guess on handout in response to the question. Before you do, I will give you one more look at the video clip so you can begin to gather any information that may inform your prediction. You should not spend too much time making your prediction. I will ask for you to share your prediction at your table within 1 minute after I play the clip, so be prepared to share.”
- Play the video clip once more. Give participants 1 minute after to make their predictions and share it with their table. Then take a poll. Find the highest prediction in the room; find the lowest prediction in the room.
- Next, ask participants, “What information is important here?”
  - Note: The language is very important. Participants might use the words steps and stairs interchangeably. To minimize confusion, clarify that stairs are physical and concrete, while steps are actions the person took.
- Write everything down that participants share out on a piece of chart paper.
  - If participants ask how many stairs there are, ask them to write down and share a guess. Then, tell them that there are 21 stairs.
  - For questions about speed, rate or times, tell participants to pull out a watch or a cellphone timer. Then play the “Act One” video for the group as many times as they need.
  - Some participants will want to time the “turnarounds.” Some will get different rates for going up the stairs and down the stairs. Some will time the regular stairs. Some will time the super stairs.
  - Feel free to tell them at some point, “We will all have different answers and we will all be wrong. That’s the nature of modeling. We’re making assumptions. The question is whose assumptions were best.”
  - If some participants are struggling with information to collect, encourage them to create a table and track “stairs” and “steps on that trip” and “total steps after those trips.” Their goal will be to find a number rule that turns “stairs” into “total steps.” (stairs)*(stairs+1).

Words of Wisdom
- This activity enables participants to experience the task from a learner perspective and begins to set the stage for incorporating modeling tasks in the classroom. In order for the teachers to truly understand the roles of teachers and students, they must experience the activity from a learner perspective.
- Consider mentioning the Box and Draper quote, “All models are wrong, but some are useful” in discussion to show the real-world connection to the nature of modeling with mathematics.
Facilitator does:
● Have participants revisit their guess (optional: share with their table).
● Play the video clip.
● Afterwards, ask participants if their predictions were correct and to explain why or why not.
● Also, ask participants to consider how they might have changed their process now that they’ve seen the final result. Ask, “Is there anything that you would’ve done differently? How would this have changed your guess? If you changed your process, would it have produced a more accurate prediction?”

● Critical Point
● This part of the activity allows participants to engage in two of the six actions that students take over the course of a complete modeling task, including:
  ○ 5. Validating the conclusions of results
  ○ 6. Reporting on the conclusions and reasoning behind them

● Words of Wisdom
● This activity allows participants to experience the task from a learner perspective and begins to set the stage for incorporating modeling tasks in the classroom. In order for the teachers to truly understand the roles of teachers and students, they must experience the activity from a learner perspective.
● It is important to highlight that not every math task can or should engage students in all six modeling actions.
**Facilitator does:**

- If time permits, allow participants to choose and solve one of the “sequel” options displayed on the screen (these are on p. 12).
- If time is limited, explain to participants that the options are two examples of extension activities to the Super Stairs task.

**Critical Point**

- This activity allows participants to extend their thinking and reasoning about the Super Stairs task.

**Words of Wisdom**

- It is important to highlight that not every math task can or should engage students in all six modeling actions.
10 min.

Critical Idea
By experiencing the modeling cycle in context, teachers can use the experience to inform critical decisions when planning with LSSM and ENY materials.

Facilitator does:
Direct participants to locate the math tasks from Module 6 – Ratio and Rate Problem set.

Facilitator says:
- “These tasks were chosen from Engage NY because in each task modeling is specifically mentioned on the teacher page or in the standard itself.”
- “With a partner from your grade--band who did the same task as you did, look at the 3 questions on the screen. Find specific evidence in the problem (if present) of using modeling, determine weaknesses in the cycle and determine appropriate adjustments to ensure students have opportunities to engage in the modeling cycle.”

Facilitator does: Give the participants 7 minutes to work together before transitioning to the next slide.

Words of Wisdom
Not applicable
**Critical Idea**

- By experiencing the modeling cycle in context, teachers can use the experience to inform critical decisions when planning with LSSM and ENY materials.

**Step–By–Step Instructions**

- Give participants 2 minutes to gather their thoughts and form a statement using the sentence stem on the slide.
- During the remaining 5 minutes, allow each table to read their completed sentence.
- Use a document camera (if available) so others can see the evidence in the lesson.

**Words of Wisdom**

Not applicable
**Exploring Modeling with Mathematics: Key shifts**

How does intentional integration of modeling with mathematics foster rigor in the classroom?

<table>
<thead>
<tr>
<th>Focus</th>
<th>Narrowing in on fewer topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherence</td>
<td>Linking topics and thinking across grades</td>
</tr>
<tr>
<td>Rigor</td>
<td>Pursuing—with equal intensity—conceptual understanding, procedural skills and fluency, and applications</td>
</tr>
</tbody>
</table>

---

**5 min.**

**Critical Idea**

- The key shifts are what makes this set of standards different from previous standards and should guide decisions about teaching and learning.

**Step--By--Step Instructions**

- To bring focus to the learning, ask participants to reflect on the key shifts (Focus, Coherence, and Rigor) and to cite evidence of the shifts that surfaced during the Modeling section.
- Record their responses on separate Post--It notes to be placed on three separate sheets of chart paper:
  - Focus
  - Coherence
  - Rigor
- If time permits, ask participants to share with an elbow partner.

**Words of Wisdom**

Not applicable
BREAK!
From Content Leaders --> Module 2

Facilitator says: “We will turn our attention to the role of productive classroom culture.”

Words of Wisdom
For this section the facilitator may want to organize participants in new mixed-grade-level groups to encourage conversation between different teachers.
Critical Idea
- The purpose of this activity is to surface each person’s ability to overcome struggle successfully and acknowledge that challenging and worthwhile learning is meaningful.
- A growth mindset is necessary for learners to have, but it is not sufficient. Students also need critical academic skills – their effort needs to be effective.

Facilitator says
- This afternoon, we’ll look specifically at growth mindset in both students and teachers. This session emphasizes the need for students’ critical academic skills – their effort needs to be effective.”
- Individually answer the questions on the slide in your handout.

Facilitator does:
- Allow 1 minute of independent think time.
- Set the timer for 5 minutes. Direct each person to share his/her example of overcoming struggle at the table. Circulate as participants talk, and listen for commonalities in the behaviors described.

Facilitator says / does:
- “Now, we will surface the common thoughts or behaviors you discussed and think about which might be important for successful change with students.”
- Highlight 2–3 common thoughts or behaviors heard from circulating around the room.
- Connect the behaviors discussed at each table to the research about academic youth development.

Facilitator says:
- Research emerging over the past decade tells us that students' attitudes, beliefs, and behaviors can dramatically affect their learning and their success in school. As educators, we strive to build the capabilities and desire of middle and high school students to engage, to succeed, and to persist in school. An important component of this work, and the focus of this session, is empowering you with research findings about how students learn and achieve, and with strategies to translate that research into daily practice.
- In this session, you will learn about key ideas that, when effectively and consistently applied, have the power to dramatically reshape outcomes of teaching, learning, and instructional systems.
- As you investigate these ideas, you will consider strategies that enable you to apply findings from research in the classroom and enact changes in the culture of your school systems.

Words of Wisdom
Allow enough time for each person in the group to share.
Persistence and Effective Effort

Read the Agile Mind article, *Persistence and effective effort.*

Highlight a **word**, **sentence**, and **phrase** that is important for your work with students.

15 min.

**Critical Idea**

• Adults play a significant role in helping students develop persistence and apply **effective effort**—proven strategies paired with attitudes and beliefs that enable students to see the greatest benefit.

• The growth mindset is not just about effort. Getting smarter is about effective effort that leads to learning.

**Step—By—Step Instructions**

• Direct participants to handout p. 14. Set a timer for 5 minutes. Direct participants to silently read the article and highlight a word, sentence, and phrase that is particularly important for their work with students.

• Once participants are done reading, set the timer for 8 minutes. Direct participants to follow the p. 15 in groups of four. Groups should choose a reporter to be prepared to share one important piece of the discussion. When time is up, call on the reporter for each group to share.

**Words of Wisdom**

• If participants finish the reading text analysis before the 5 minutes has passed, encourage them to connect what they read to the previous discussion about their own experience with struggling to learn something.
5 min.

**Critical Idea**

- Metacognitive strategies provide students with ways to examine their thinking and their work and can help them direct effort in effective ways.

**Facilitator does:** Direct participants to handout *Thinking about Thinking: Self-Reflection Tool*, on p. 16.

**Facilitator says:**

- Proven strategies help redirect effort in productive ways and support future success. Use *Thinking about Thinking: Self-Reflection Tool* to summarize your individual experience with the Super Stairs task we just completed. Then discuss these questions with your colleagues:
  - How can a tool like this be helpful for your students?
  - How can a tool like this be helpful with colleagues in your district?

**Facilitator does:** Clarify that it is not suggested to use all of the questions on the *Thinking about thinking tool*.

**Facilitator says:**

The Self-Reflection Tool is used after challenging tasks. It is suggested that you select 2 or 3 questions for students to write about or discuss, or students can select a few questions to consider based on a particular problem-solving experience.

**Words of Wisdom**

A self-reflection tool can help uncover insights into learning.
If you were to adopt new strategies that promote students’ persistence and effective effort, how might those actions change the overall culture of learning in your classrooms? In your schools?

**5 min.**

**Facilitator does:** Initiate whole group conversation

**Facilitator says:**
If you were to adopt new strategies that promote students’ persistence and effective effort, how might those actions change the overall culture of learning in your classrooms?
In your schools?
20 min.

**Critical Idea**
- Incorporating opportunities in the curriculum that promote students’ persistence and effective effort can change the overall culture of learning in classrooms.

**Facilitator says:**
- “Now we will connect the research to your EngageNY curriculum.”
- “Revisit the EngageNY lesson, Math7, M1, TA, L6 Teacher and identify the places that support students in persistence and effective effort. As you look through the lesson, look for the following:
  - Places where students are likely to struggle
  - Places where they can model that mistakes and taking risks are how we learn
  - Places where they can provide feedback to students that encourages metacognition and other effective-effort strategies.
  - Places where they can apply the specific educator actions they recorded during the discussion on the previous slide.

**Facilitator does / says:**
- **Animate the slide.**
- “In addition, be prepared to share your learning.
  - Identify at least 2 ways to increase opportunities for students to persist in the lesson.
  - More specifically, identify a place where you might model persistence through a think-aloud or similar strategy, and another way you might anticipate students’ struggle and prepare appropriate responses.”

**Facilitator does:**
- Set the timer for 7 minutes.
- Circulate around the room while teachers are analyzing the lesson.
- Once time is up, direct participants to find a partner they have not worked with in this session.
- Participants should share the 2 ways they will support persistence and effective effort in the EngageNY lesson.

**Words of Wisdom**
The last activity of the slide is very powerful. Teachers are able to share strategies of how to use an EngageNY lesson to support growth mindsets and effective effort with students.
5 min.

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

**Facilitator says:**
“This slide reflects the ideas you have explored related to persistence and effective effort. As you and your colleagues work toward changing students’ attitudes, beliefs, and behaviors, and the culture of learning in your classrooms, schools, and school systems, you will add your own practices to this list.”

**Facilitator does:**
Animate the slide. Ask participants to respond to the three questions.

**Words of Wisdom**
It is important to acknowledge where faculty might struggle in providing opportunities for students to persist.
LUNCH!

- 45 min.
● Segment is 30 min total

● Duration: 30 seconds

● Facilitator says: As we mentioned in the previous modules, while Build Relationships falls in the coaching part of the mentor cycle it is something that you are constantly working on throughout your entire year’s worth of work with your mentees. Building a strong, trusting relationship with your mentees is an ongoing process which is why we continue to touch on it throughout our work together.
● **Duration:** 30 seconds

● **Facilitator says:** So we are going to take a little bit of time this afternoon to revisit Building Relationships with your mentees. And just as a reminder, here is where it falls in our mentor cycle.
Build Relationship: 3 Key Components

- Establish trust
- Maintain trust
- Build confidence

- **Duration**: 5 minutes

- **Facilitator Says**: The 3 key components for building strong relationships with your mentees are establishing trust, maintaining that trust, and building confidence. We’ve already discussed different ways for establishing trust with your mentees including developing partnership agreements.

- **Facilitator Does**: animate slide to box in establish trust.

- **Facilitator Says**: Remember, partnership agreements are mutual agreements, developed and refined by all parties, not just given from one party to another. They help establish the foundation of a trusting and working relationship by defining the parameters, scope, expectations, responsibilities, and roles, of those involved in the partnership. Hopefully by now all of you have had the opportunity to develop partnership agreements with your mentees and may have even had to revisit them throughout the school year to make adjustments or based on a particular situation. Let’s take 2 minutes to share with a shoulder partner something that has been working well with your partnership agreements with your mentees.

- **Facilitator Does**: Circulate to listen in on conversations. After 2 minutes, invite a few participants to share out their answers with the whole group.
**Build Relationship: 3 Key Components**

- Establish trust
- Maintain trust
- Build confidence

- **Duration:** 30 seconds

- **Facilitator Says:** Today as we revisit the building relationship part of the mentor cycle, we are going to focus on the second key component, maintaining that trust with your mentees. **Animate slide.** There are many different ways to maintain trust throughout the school year with your mentees.
**Duration:** 2 minutes

**Facilitator says:** One way to maintain trust with your mentees—as we just reviewed—is by revisiting your partnership agreements to make sure everything you all agreed upon at the start of the year is continuing to work and being addressed. As you just shared—changes might need to be made based on specific needs or things that are occurring throughout the year. For example, you might have agreed to meet weekly on a particular day of the week, but because of certain circumstances that day is not working anymore which is apparent by multiple meetings being cancelled. This is something that might need to be revisited and changed.

You will also want to provide ongoing support in addressing the SMART goals you and your mentee established after the classroom observation and one-on-one debrief. This support can be provided in many different ways, which we are going to discuss later this afternoon and during tomorrow’s session. Providing that support shows your mentee that you are really there for him and care about his goals enough to coach him through the learning process as he works to implement something new into the classroom practice in order to improve and positively impact student achievement.

Another way to maintain trust throughout the school year is to celebrate the work that your mentee is doing. When he or she tries something new in the classroom, brag about it—highlight it via twitter, at faculty meetings, or other special avenues. It might seem like something small, but celebrating the work in these ways can have a powerful impact on the mentor-mentee relationship and on your mentee’s attitude about learning and growing.

Lastly, teaching your mentees about growth mindset and embracing a growth mindset of your own helps continue to build and maintain trust resulting in a stronger relationship with your mentee. We have touched on this in our second session and will go deeper in today’s session.
Let’s Reflect: Stop and Jot

How do you plan on introducing & practicing the concept of growth mindset with your mentee?

● **Duration**: 5 minutes

● **Facilitator says**: Now that you’ve gathered hopefully lots of ideas on how to engage your mentee in the concept of growth mindset, take 2 minutes on your own to reflect on how you personally plan on introducing and practicing this concept with your mentee(s). You may use page 22 of your handout to jot down your ideas.

● **Facilitator does**: After 2 minutes ask a few participants to share out their ideas with the whole group.
Build Relationships: Key Takeaway

Using a growth mindset will strengthen the mentor/mentee relationship.

Discuss: What are other benefits of having a growth mindset?

- **Duration**: 3 minutes

- **Facilitator says**: As we bring this section to a close, the key takeaway is, Strong mentee-mentor relationships are based on a growth mindset and a shared focus on learning. Take 1 minute to reflect on this statement, and jot down any personal thoughts regarding this statement on page 22 of your handout.

- **Take a moment to share at your table some thoughts about other benefits of having a growth mindset.**

- **Facilitator does – Ask tables to share thoughts about discussion question.**
BREAK!

- **Duration:** 15 minutes
● Segment is 180 minutes

● Duration: 30 seconds

● Facilitator says: We are moving along in our mentor cycle to the measure progress section. In modules 6 and 7 we discussed planning for two types of interventions including model teaching and co-teaching as two ways to support your mentees in meeting their SMART goals. The next step in this process is once you’ve been working on a particular goal with your mentee for a little while, at what point do you decide it is time to move on and set a new goal. This is the part of the cycle we are going to dive into today.
- **Duration:** 30 seconds

- **Facilitator says:** Here is where Set New Goals falls in our mentor cycle visual - it is part of the measure progress section and helps us answer the question, “How am I going to figure out if they got better?”
Set New Goals: 3 Key Components

- Examine new data
- Identify progress
- Determine next steps

- **Duration**: 30 seconds

- **Facilitator says**: The three key components for setting new goals include examine new data, identify progress, and determine next steps. This part of cycle should feel very familiar. Once again we are going to analyze data, debrief with the mentee, and write a revised or new coaching plan except this time you will be using multiple sources of data collected throughout your work together, not just data from only one observation. *animate* Let’s first talk about examine new data in more detail.
**Duration:** 5 minutes

**Facilitator says:** This first component to setting new goals is not a new skill. We have analyzed data already during our mentor cycle. However typically we have been analyzing only one piece of data at a time such as the initial observation data. During set new goals you want to look at the whole picture of your work with your mentee. Imagine that at this point in the cycle you have been working with your mentee for several weeks on their SMART goal you established at the beginning of your work together. It is natural to “check in” with your mentees on how they are in meeting that goal they set. Prior to that check in, you will want to look at all the data you’ve collected since that initial observation. This new data could be any or all of the following.

**Facilitator does:** Read through the different types of data listed on the slide. After reviewing the slide, pose the question to participants if there are any other data sources they could see using at this point and share those ideas out with the whole group.

**Facilitator says:** To practice this part of the mentor cycle we are going to divide the room in half and look at two separate scenarios. These scenarios will support our work throughout all three components of the Set New Goals part of the mentor cycle. You will be given some sample data sets to work with as we work our way through the Set New Goals part of the mentor cycle.
**Duration:** 2 minutes

**Facilitator says:** We are going to divide the room in half. One side of the room will be working through scenario 1 and the data that goes with it and the other half of the room will work through scenario 2 and the data that goes with it. Since we have analyzed data in previous modules we will not be modeling a full example, we will talk through the process, then give you all time to practice and circulate to provide support as you work with your table groups. For each scenario we’ve provided you with the SMART goal that the particular teacher established with their mentor at the beginning of their work together. For each scenario we’ve included multiple data sources including, but not limited to initial observation notes, the one-on-one debrief planning document, a coaching plan that was develop with the mentee, model or co-teaching feedback notes, some student data, and additional observation and feedback notes. You will have time to look through all of the data for your scenario and begin to draw some conclusions. The tool you will use to analyze the multiple sources of data shown on this slide can be found on pages 23-25 of your handouts. You will utilize all pieces of data provided as you go through and discuss each of the guiding questions included on the template. Make sure to jot down your findings in the analysis notes column. Some questions may be more applicable to your situation than others, but do take the time to consider each question in your discussions.
Duration: 2 minutes

Facilitator says: We will be working on the scenario shown here. Please write this in the space provided in your handout on page 26. The teacher’s SMART goal reads as follows, “All students will engage in meaningful mathematical discourse evidenced by using correct academic mathematics vocabulary, building on one another’s ideas, and aided by sentence stems as measured by teacher observations during class discussions.” Remember that the goal was created based on this mentee’s initial observation and one-on-one debrief. The data that you all will have to analyze for this teacher includes… (read information on slide). This data can be found on a separate handout on your table. Your job will be to use the analysis tool we just looked at to analyze the multiple data sources and start to draw some conclusions on how you think this teacher is progressing toward meeting their SMART goal. You will use the guiding questions to help you analyze the data and jot down notes as you begin to draw those conclusions.
**Practice: Whole Group Share**

**SMART Goal:**
*All students will engage in meaningful mathematical discourse evidenced by using correct academic mathematics vocabulary, building on one another’s ideas, and aided by sentence stems as measured by teacher observations during class discussions.*

**What were some of your findings as you analyzed the data sources?**

- **Duration:** 8 minutes
- **Facilitator does:** Invite participants to share out with the whole group. Use the guiding questions from the template on page 23 to invite answers from participants as they share their findings.
Duration: 30 seconds

Facilitator says: Now that we’ve examined new data *animate* we should be able to draw some conclusions and identify if any progress was made toward the SMART goal the mentee was focused on.
● **Duration:** 15 minutes

**Facilitator says:** Now that you’ve had a chance to analyze different data collected while working with a mentee, it’s time to decide if based on what you are seeing, if your mentee has made progress toward the SMART goal. You will need to do some pre work before you discuss your analysis with your mentee, this is similar to the pre-planning you did for that initial one-on-one debrief you conducted after the initial observation. This will make it much easier to guide your discussion with your mentee.

Let’s continue working through the analysis template on p. 23-25 in your handout. This template and process should feel very similar to the one we used during the initial observation analysis, however instead of analyzing strengths and weaknesses to set an initial goal, we are analyzing to determine progress and decide if the initial goal has been met and the mentee is ready to move on to a new goal. It is difficult to define exact characteristics of what adequate or necessary progress toward a mentee’s SMART goal will look like. This is where you may need to use your professional judgement. After analyzing the data and using the guiding questions in step two, how will you determine if your mentee has or hasn’t made progress? It might be very obvious based on the student data collected that the teacher has improved in their desired area of focus. A goal might be 80% achieved and in your eyes this is enough for the teacher to move on to a new goal. You might determine based on your analysis that progress has been really slow and perhaps this is not the right goal or process for achieving it and therefore a new goal should be set. Your mentee may be asking for more direction and support and therefore continued support on this specific goal is necessary. Or your mentee may be asking for more direction and support that is not addressed by their current SMART goal and therefore it makes most sense to set a new goal. These of course are not an exhaustive list of examples, but hopefully will help guide your thinking during this next part of the process.

Step two on the handout includes some guiding questions to guide your thinking and analysis during this component. You’ve already had some time to dig into the data, now you will have an additional 10 minutes to identify progress or lack there of with your table groups. Discuss the questions in step 2 with your tablemates, jot down your notes and thinking and be ready to share out with the whole group your findings.

Photo credit: https://www.google.com/search?q=person+thinking&rlz=1C5MACD_enUS622US623&source=lnms&tbm=isch&sas=X&ved=0ahUKEwix5svgnpfnAhUEb60KHTqOCRkQ_AUIDigB&biw=1416&bih=683#imgrc=C6yy25meqrLVM:
Practice: Scenario

Guiding Questions:

- Has the teacher made progress toward the SMART goal?
  - What evidence exists to support that?
- What additional evidence, if any, is necessary to show adequate progress toward the goal?
- Does enough evidence exist to support that the teacher has adequately met their goal?
  - Describe the evidence.
- Could the teacher benefit from continued work on this goal?

- **Duration:** 10 minutes

- **Facilitator does:** Invite participants to share out findings with the whole group. Ask participants to share whether they believe the mentee has made adequate progress toward their SMART goal and whether or not they feel the mentee is ready to move on to setting a new goal.

- Also ask them what evidence or lack of evidence they have that supports their decision.
**Set New Goals: 3 Key Components**

- Examine new data
- Identify progress
- Determine next steps

**Duration:** 30 seconds

**Facilitator says:** After examining the new data, and identifying if progress was made or not made, *animate* we now determine next steps with our mentees in our work together and what that will look like moving forward.
**Determine Next Steps**

- On your own, determine next steps
- Set up “check-in” with mentee
- During “check-in”:
  - Review new data
  - Identify progress (or lack thereof)
  - Determine next steps in your work together

- **Duration**: 5 minutes

- **Facilitator says**: Now that you’ve examined all of the new data and identified progress toward their SMART goal or lack thereof, it is time to determine next steps in your work with this mentee. Again, this is all pre-planning on your end so when you do have that conversation with your mentee you already have these ideas in mind to help guide your conversation. First on your own, you will decide what you think are the best next steps for your mentee. Should they continue working toward this SMART goal, or have they made progress and are ready to move on to working on another, different instructional practice? Once you have prepared and determined next steps on your own, go ahead and schedule a “check in” with your mentee. Explain that during this conversation you will look at your work together so far, that they should bring any student work that will support them in meeting their SMART goal and any other notes they think could contribute to the conversation. During the check in conversation you will once again go through these same three steps with your mentee in an abbreviated way since you’ve already gone through them on your own - review the new data, identify progress or lack of, and determine next steps in your work together. This conversation is very similar to debrief conversations you’ve already learned about in previous modules, just with different guiding questions to keep this conversation focused on setting new goals. Let’s look at step 3 in the template we’ve been using to look at this process in more detail on page XX of your handouts.
**“Check-In” Protocol**

- **Duration**: 20 minutes

- **Facilitator says**: Much like the template used for the initial one-on-one debrief, there is a column that includes suggested guiding questions, but remember you may not always ask every single question listed, a column for you to plan out your thinking because you’ve already done your pre-planning prior to the conversation with your mentee, and a third column for you to take notes during the conversation with your mentee. The first two sections of the template are shorter versions of the questions we used earlier to analyze the data and identify progress. You are going to talk through these steps more briefly during your conversation with your mentee. The third section, includes questions to determine next steps with your mentee in your work together. Together you will determine next steps. If you determine that the mentee has not met their SMART goal and there is more work to be done in order to meet it, what next steps need to happen to continue working on this goal? This could be scheduling another model or co-teach activity or even an additional observation where you can provide some specific feedback on the mentee’s instruction. If you both agree that the SMART goal has been met based on the evidence in the data collected, there may be one of two ways to move forward in your work together. You and your mentee may already have another instructional practice or skill in mind that has naturally come up in conversation or your work together that they want to focus on next. If this is the case, you and the mentee can create the new SMART goal together during your conversation and work your way back through the mentor cycle as needed. If your mentee is not sure what skill they want to proceed in you both may decide to conduct another classroom observation with a new focus area to help determine what their next SMART goal should be and once again continue working your way through the various steps of the mentor cycle. Out of these three different possible outcomes two of them will require you to write a new coaching plan following the conversation with your mentee. *animate* If the you and your mentee come up with a new SMART goal during your conversation or decide to keep working on the same goal, but need to try some new interventions, then you will want to complete a coaching plan based on the outcomes from your conversation. If you and your mentee have decided to conduct another observation and one-on-one debrief to help determine a new area of focus, then the coaching plan will come in later on in that process. You will now have 15 minutes to do your “pre-planning” for this check in with your fake mentee from your particular scenario. You will use your notes from steps 1 and 2 to help you complete column 2 in step 3 and prepare for your conversation. You may work on this independently or with a shoulder partner at your table.

- **Facilitator Does**: Circulate while participants are working on their pre-planning.

- Give time to do the “pre-planning” of the check in conversation. Maybe ask for volunteers from each of the scenario sides to model the conversation for the group after having some time to practice in pairs?? Should facilitators model one of the scenarios prior??
**Smart Goal:**

_All students will engage in meaningful mathematical discourse evidenced by using correct academic mathematics vocabulary, building on one another’s ideas, and aided by sentence stems as measured by teacher observations during class discussions._

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**Duration:** 15 minutes

**Facilitator says:** Now you’ve had a chance to work through all three steps/components for Set New Goals with your particular scenario. We would like to have some whole group reporting now so you can hear thoughts and ideas from the other scenario people. Can I have a few participants to summarize what came out of your discussions during “examine new data” *animate*.

**Facilitator does:** Invites 2-3 participants to share out regarding examine new data.

**Facilitator says:** Now after you all examined the data, you had to use the guiding questions to identify progress or lack of. Can we have a few people share out your findings from this step? *animate*

**Facilitator does:** Invites 2-3 participants to share out regarding identify progress.

**Facilitator says:** And finally you were asked to do a little pre-planning in how you would facilitate a conversation in determining next steps in your work with this practice mentee. Can we have a few participants share out their thoughts on what they feel like the best next steps would be for this particular mentee based on the information provided? *animate*

**Facilitator does:** Invites 2-3 participants to share out regarding determine next steps.
● **Duration**: 20 minutes

● **Facilitator says**: As you can see there are a variety of outcomes that could come out of the practice scenarios we have just talked through. (Feel free to highlight a few specific examples that stood out during the whole group share out) But as I said earlier, two out of the three potential outcomes from determining next steps with your mentee will result in you writing a new coaching plan. You will practice writing a coaching plan using the template in your handout.

● If you determined that the mentee did not make adequate progress toward their original SMART goal and therefore you have decided to keep working on the same SMART goal and determined some appropriate interventions to try out such as an additional model lesson.

● If you determined that the mentee made progress on their original SMART goal, then you will write a new goal that naturally came up in your conversation. Begin by brainstorming sample ideas that could support this mentee in their new goal based on what you already know about them.

● There really are no right or wrong answers with these coaching plans because we are just practicing using the data and the template to complete a coaching plan as part of this process. You may work independently or with a shoulder partner at your table. You will have 10 minutes to work on these coaching plans.

● **Facilitator does**: Allow 10 minutes for participants to work on their coaching plans. Emphasize that this is just practice and you are not looking for specific “answers” in the template. After 10 minutes invite a few participants to share out with the whole group some information they decided to include in their coaching plan.
Set New Goals: Key Takeaway

Mentors monitor data on mentee progress toward SMART goals to determine when it is appropriate to set new goals.

- **Duration**: 30 seconds
- **Facilitator does**: Read slide
Module 8: Key Takeaway

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

● **Duration**: 1 minute

● **Facilitator says**: As we wrap up our day together, remember...

● **Facilitator does**: Read slide
As a learning team, revisit the outcomes and key points and summarize your learning for each one.

**Duration**: 15 minutes

**Facilitator says**: Turn back to the outcomes for Module 7.

- Each member of your learning team takes one or more outcomes so that someone on the team has responsibility for each outcome.
- Take 2 minutes to plan a summary statement about your assigned outcome(s) that describes what you learned related to that outcome to share with your team.
- Share your summaries in order by outcome.
- Be specific.

**Facilitator does**: Listens for individual and team responses.
Tomorrow’s agenda

• Review of Module 8 takeaways
• Feedback types
• Mentoring cycle practice
• Reflection conversation practice

Duration: 4 minutes

● Facilitator says: UPDATE NOTES

● Facilitator does:
Exit Slips

- Use an index card on your table.
- Write an exit slip.
  - 3 points that are essential for mentors to remember about the content studied today
  - 2 actions you will take as a mentor related to the content studied
  - 1 question you have about your responsibilities as a mentor related to the content studied

- **Duration:** 10 minutes
- **Facilitator says:** “Please complete the exit slip and leave it on the chair by the door. Remember to bring four copies of your assignment tomorrow and your standards books.”