Louisiana Department of Education
Mentor Teacher Training

Module 8:
Secondary Universal Cohort

Facilitated by Learning Forward
The Mentoring Cycle

- Conduct Observations
- Analyze Observation Data
- Set Goals
- Diagnose: What do my mentees need?
- Measure Progress: How am I going to figure out if they got better?
- Reflect
- Plan for Interventions
- Set New Goals
- Coach: How am I going to help my mentees get better?
- One-on-One Debriefs
- Difficult Conversations
- Build Relationship
- Model Best Practices
- Co-Teaching

Content knowledge and pedagogy; classroom management techniques
Mentor Training Course Goals

Mentors will:

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

Module 8 Outcomes

- Describe the difference between direct and indirect vocabulary instruction, and determine when to apply strategies for each to increase student understanding of complex texts within your discipline.
- Use the Writing Progressions Chart to understand grade-level content writing expectations and to focus instruction.
- Describe five steps in preparing for classroom conversations that are productive.
- Build strong relationships with mentee based on a dual commitment to growth mindset.
- Set new goals and determine future plans for intervention.

Module 8 Agenda

<table>
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<tr>
<th>Morning</th>
<th>Afternoon</th>
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<tbody>
<tr>
<td>Welcome and outcomes</td>
<td>Growth mindset</td>
</tr>
<tr>
<td>Direct and indirect vocabulary instruction</td>
<td>Set new goals</td>
</tr>
<tr>
<td>Understanding content writing expectations</td>
<td>Wrap-up</td>
</tr>
</tbody>
</table>

Agreements

- Make the learning meaningful
- Engage mentally and physically
- Notice opportunities to support the learning of others
- Take responsibility for your own learning
- Own the outcomes
- Respect the learning environment of self and others
Memory Box Strategy

Without looking at your notes, list what you can remember from our past sessions. Do this step alone.

Now, list things you did to help yourself remember this information.

Adapted from practices modeled by Margaret Searle
Indirect Vocabulary Instruction

Do Now: Read the passage, then answer the question on the following page.

In one of the most [ ] places in the world, the [ ] have [ ] over a [ ] years. They are the [ ]. For the [ ], the [ ] is a place [ ]. Depending on how far [ ], they live, the [ ] find everything from [ ] and [ ] to [ ]. The [ ] have [ ] themselves to the [ ] they [ ]. At one time they were considered to be [ ] people in the world. This is [ ] the case; the [ ] has changed [ ] over the past [ ]. The arrival of [ ] and [ ] resulted in big changes to the [ ] and [ ].

Today, the [ ] are [ ] their [ ] and they are learning to [ ] themselves in a [ ].

When you live in [ ] that has few plants, there is a very good chance you will become a [ ]. The [ ] themselves on being great [ ]. The [ ] had lots of [ ] and [ ] to [ ]. The most important of these were the [ ] and the [ ]. These two [ ] provided the [ ] with food. Their [ ] was used for clothing, blankets, [ ] and [ ] and their [ ] was used for cooking and [ ]. Other [ ] the [ ] were the [ ] [ ], [ ], [ ], and [ ].

Because [ ] are [ ] in the [ ], the [ ] eat mostly meat they got from [ ]. They ate [ ] such as [ ] , [ ], and [ ] , and fish such as [ ] , [ ], [ ], [ ], and [ ]. In the summer they also [ ] and other [ ].

[ ] or [ ] is [ ], and the [ ] [ ] cleaned, soaked and dried the [ ] to make [ ]. This kept the people dry, which was important since water freezes quickly in the [ ]. People can get into a lot of trouble if they get wet in the [ ] and then [ ]. Besides [ ], the [ ] also made [ ] of [ ] to wear in the cold winter.

At one point, [ ] in [ ] did a [ ] to find out what the warmest winter clothes were. This included clothes that were [ ] [ ], [ ] and other [ ]. The [ ] was the warmest by far. Even in winter, [ ] could not sleep with their jackets on because they got so hot that they would [ ]. [ ] is dangerous in a [ ] because, like water, it [ ].
Do Now (continued)

What is the main idea of this passage? Provide at least two details from the text to support your thinking.

<table>
<thead>
<tr>
<th>Session Objectives</th>
<th>Agenda</th>
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</thead>
<tbody>
<tr>
<td>• Explain the importance of vocabulary in reading comprehension</td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>• Describe the difference between direct and indirect vocabulary instruction</td>
<td>7 min</td>
</tr>
<tr>
<td>• Explain how the Guidebooks support students in growing their vocabulary indirectly</td>
<td>18 min</td>
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<td>10 min</td>
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**Research Snapshots**

- Students acquire vocabulary *up to four times faster* when they read a series of related texts. (Landauer and Dumais 1997)

- Research by Cervetti, Wright and Hwang (2016) revealed that students who read a conceptually coherent text set demonstrated deeper understanding of targeted words in their texts compared to students who read a set of unrelated texts.

- Reading a number of texts within a topic grows knowledge and vocabulary far faster than any other approach

<table>
<thead>
<tr>
<th>What does this research tell us about how students acquire vocabulary?</th>
<th>How have you seen this play out in your classroom?</th>
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</table>

**Research Sources:**


Direct vs. Indirect Vocabulary Instruction

<table>
<thead>
<tr>
<th>Direct Vocabulary Instruction</th>
<th>Indirect Vocabulary Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides explicit instruction of and practice with vocabulary words in context (before, during, and after reading), as well as engages students in word study (analyzing root words and affixes, etc.).</td>
<td>Students learn vocabulary indirectly when they hear and see words used in many different contexts. Conversations, read-aloud experiences, and independent reading are essential.</td>
</tr>
</tbody>
</table>

Excerpt from the Guidebooks 2.0 Vocabulary Guide

To speed up vocabulary growth for all students:

- Read aloud texts that are written at a level above what students can read independently.

- Engage students in studying the language of complex texts through work with mentor sentences.

- Ensure students have an opportunity to read a large volume of texts for interest and pleasure.

- Prompt students to read a series of texts on the same topic.

- Teach words and phrases that demand more teaching time.
<table>
<thead>
<tr>
<th>Curriculum Sample #1</th>
<th>Which indirect vocabulary strategy is this an example of?</th>
<th>How does this example support vocabulary growth? Be specific!</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Curriculum Sample #2</td>
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<tr>
<td>Curriculum Sample #3</td>
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</tbody>
</table>
Curriculum Samples: Indirect Vocabulary

Curriculum Sample #1
Excerpt from Flowers for Algernon, Lesson 11

Let's Read!

Suggested Pacing: ~ 10 minutes

Directions:

- Explain the directions on the slide to students: “Listen as I read aloud different theories of intelligence.”
- Prompt them to include information from the read aloud as well as evidence from “Flowers for Algernon” as they answer the two questions in their notes.
- Project or display different theories of intelligence available at http://www.intelltheory.com/emerging.shtml.
- Read aloud the different theories.
- If time allows, guide students in a brief class discussion of the two questions on the slide after reading the informational text.
Let's Read!

Suggested Pacing: ~ 15 minutes

Directions:

- Ask students to read the extension task directions.
- Direct them share with a partner their answers to the first two questions on the slide.
- Then call on individual students to share their response to the first two questions with the whole class.
- Record the topics and questions on a white board and encourage students to record them on their extension task directions.
- See additional notes below for adapting this process to include collaborating with technology.
- Explain the next steps for the research process (question #3 on the slide) and clarify specific expectations based on your individual situation.
  - With what sources should students begin their research? Possible options: Use only the sources on the extension task directions, include additional print resources (work with a school librarian to locate useful sources), or allow students to conduct their own searches to locate credible sources.
  - Where and how will students gain access to online sources? Possible options: Students may go to the school library to conduct research, or the classroom might have access to a laptop cart.
o Where and how should students keep their research notes? Possible options:
   Students may take notes in their reading log. Students may number the sources
   listed on the extension task directions and then place that number beside the
   notes which came from that source.
   o How long will students have to research? What is the research timeline (i.e., how
   many sources should they research in a day)? Possible options: This depends on
   your individual situation. Make sure to set the expectations for time with
   students in advance of conducting research.
• As needed, model for students how they should take their notes and capture
  bibliographic information for later when they need to include a works cited page.

Student Look-Fors:

• Should understand the following before engaging in research:
  o Research topics: Details about theories of intelligence and their development
    over time
  o Possible research questions: What are some theories of intelligence? Why are
    there so many theories of intelligence? What is similar and different about the
    theories of intelligence? Are any of the theories of intelligence connected to
    each other? How did some theories of intelligence come to be? How has our
    understanding of intelligence changed over time?
Students read “What's in an Inkblot? Some Say, Not Much” and analyze the academic vocabulary.

Let's Read!

Suggested Pacing: ~ 12 minutes

Directions:

- Ask students, “What event prompted the author to write this article?” (Students should identify that an article was published saying the Rorschach test is flawed and should not be used.)
- Say: “I’m going to read the first part of this text aloud. As I read, I want you to think about the debate over the Rorschach and other projective tests. What is the claim of each side of the debate?”
- Read aloud the first section of the text (from the beginning until “A History of Controversy”) as students follow along.
- Conduct a brief whole-class discussion based on the claim of each side of the debate. Students should cite evidence to support their answers.
- Record student answers on a white board or chart paper.
Guiding Questions and Prompts:

- “What does it mean if a test is flawed?”
- “Why does the author suggest the debate over the Rorschach test will become more heated?”

Student Look-Fors:

- Students should understand that the Rorschach tests are often in custody battles and for diagnosing and treating patients who may have experienced abuse.
- One side of the debate believes projective tests are flawed and limited in their use.
  - “While the Rorschach and the other projective techniques may be valuable in certain specific situations, the reviewers argue, the tests’ ability to diagnose mental illnesses, assess personality characteristics, predict behavior or uncover sexual abuse or other trauma is very limited.” (Paragraph 11)
  - “The tests, which often take hours to score and interpret, add little information beyond what can be gleaned from far less time-consuming assessments, the psychologists say.” (Paragraph 12)
- The other side of the debate believes projective tests are useful in clinical situations.
  - “They ‘have been used for a long time very effectively, with very good results and a great deal of scientific support,’ he said.” (Paragraph 16)
(Lesson 5, continued)

Let's Work With Words!

Suggested Pacing: ~ 12 minutes

Directions:

- Read aloud the two quotations on the slide.
- Then ask students to reread the first section of the article with a partner and answer the two questions on the slide in their reading log.
- Then ask the whole class: “What about the nature of projective tests make them a focus of debate?”

Guiding Questions and Prompts:

- As needed, provide definitions for students:
  - project (verb) to assign one’s own feelings, thoughts, or attitudes, to others or to look on something as existing outside of your mind
  - ambiguous (adjective) unclear or having a double meaning; “ambi” is a Latin root which means “both ways”
  - interpretation (noun) an explanation of the meaning of something
• As students are reading, stop them at various points for think alouds to support their notetaking:
  o Paragraph 2: “Why does ambiguity lead to multiple interpretations?”
  o Paragraph 3: “In what situations is the Rorschach test used?”
  o Paragraph 9: “What do projective tests measure?”
• If students have difficulty reading the first part of the text, provide additional support, such as helping students decode unfamiliar words or grouping students of different abilities together to engage in partner reading. If there is a larger group of students who need support, consider pulling together a small group and engaging in choral reading so students can hear a fluent reader reading the material while following along with the printed text.

Student Look-Fors:

• Students should use the words projective, ambiguous, and interpretation in their response.
• Students should understand that projective tests allow for user interpretation and, therefore, are about applying your own feelings to something outside of yourself to make a determination about that person.
• Students should understand that ambiguous situations don’t have a clear right or wrong answer, rather they allow for multiple right or wrong answers based on which facts or details are emphasized or understood.
Lesson 8: Apply knowledge to "Flowers for Algernon"

Students locate evidence to support a claim they're making about the usefulness of the projective tests used on Charlie. They engage in a discussion and then write the first draft of a response.

Let's Read!

Suggested Pacing: ~ 10 minutes

Directions:

- Instruct students to write their claim in response to the question on the top of the evidence chart.
- Prompt students to review “What’s in an Inkblot? Some Say, Not Much” and “Flowers for Algernon” to locate evidence which supports and conflicts with their claim.
- Allow students to use their completed H-chart and argument analysis handout to locate evidence.
Guiding Questions and Prompts:

- As needed, model for students how to support their claims: Project a paragraph and model where to include evidence from the text to support the identified claim and how to locate that evidence using the text and other notes. Access model paragraphs (original and revised) from the lesson exemplars and revised lessons exemplars under the Additional Materials tab.

Let's Discuss!

Suggested Pacing: ~ 10 minutes

Directions:

- Conduct a discussion (either as a whole class in various small groups) in response to the question on the slide.
- Ensure students use the conversation stems and provide relevant textual evidence in their discussion.
Guiding Questions and Prompts:

- “Was the Rorschach useful in Charlie’s situation?”
- “How does Charlie’s experience with the Rorschach tests support the controversy surrounding the tests?”
- Prompt students to use the conversation stems as they are discussing. As needed during the discussion, model how to use the stems. The goal is to get students to use these prompts as statements when they discuss with their peers.
  - “So you’re saying/asking/seeking clarification on [restatement of the student’s comment/question]. Do I have that right?”
  - “Y, restate or rephrase what X said.”
  - “How do you know? What evidence from the text supports your thinking?”
  - “Who agrees/disagrees with X? Why?”
  - “Can someone add to what X said?”
  - “Take your time. We’ll wait.”
  - “Who wants to change their thinking after listening to X’s explanation/comment/question? How did it change your thinking?”

Student Look-Fors:

- Access exemplar student responses under the Additional Materials tab.
- Students should express similar ideas in their conversations in preparation for writing in response to a similar prompt.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is indirect vocabulary instruction and why is it so important?</td>
<td></td>
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<tr>
<td>Name and describe two ways whole group lessons may support students in</td>
<td></td>
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<tr>
<td>growing their vocabulary indirectly.</td>
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<tr>
<td>How will you help your mentee understand the importance of and plan</td>
<td></td>
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<tr>
<td>for indirect vocabulary instruction in her/his context?</td>
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</table>
**Unpack Direct Vocabulary Instruction in the Guidebooks**

**Do Now**

1. Read “The Story of Prometheus – Part II” (beginning on the next page).
2. Highlight vocabulary words you think may be important to teach within this text.
3. Be ready to explain: Which words did you highlight, and why?

<table>
<thead>
<tr>
<th>Session Objectives</th>
<th>Agenda</th>
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</thead>
<tbody>
<tr>
<td>• Explain what direct vocabulary instruction is</td>
<td>Time</td>
</tr>
<tr>
<td>• Apply a 5-step protocol for explicitly teaching vocabulary</td>
<td>5 min</td>
</tr>
<tr>
<td>• Distinguish between words that require relatively more time and attention from</td>
<td>28 min</td>
</tr>
<tr>
<td>those that require relatively less time and attention</td>
<td>12 min</td>
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<td></td>
<td>5 min</td>
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</tbody>
</table>
The Story of Prometheus: II. How Diseases and Cares Came Among Men from Old Greek Stories

James Baldwin

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

“Who has done all this?” he asked.

And some one answered, “Prometheus!”

“What! that young Titan!” he cried. “Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk. But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it.”

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way. (20)

In the first place, he ordered his blacksmith\(^6\) Vulcan, whose forge\(^7\) was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden;\(^8\) and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

“Come now!” said Jupiter, “let us all give some goodly gift to this woman;” and he began by giving her life.

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity.

Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light-footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling for the good of mankind. He met Epimetheus first, and said to him:

“Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife.” (25)

\(^6\) blacksmith: a person who makes objects out of metal

\(^7\) forge: open fire oven for making objects that require heat to be formed, like metal

\(^8\) bidden: told
Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket, which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

“They must be jewels,” she said to herself; and then she thought of how they would add to her beauty if only she could wear them. “Why did Jupiter give them to me if I should never use them, nor so much as look at them?” she asked.

The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

“Why should I care for what Athena told me?” she said at last. “She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know.” (30)

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

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.

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. 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.

And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

This text is in the public domain.

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9 casket: a small box for holding valuable objects
Convey/explain the meaning of the word “foreboding” using your own words and/or pictures.

Make Connections: “Foreboding”

**Foreboding** is to

__________________________

as **ecstatic** is to **happy**.

Application: Generate a new sentence using the word foreboding.
General Protocol for Explicitly Teaching Vocabulary

From the ELA Guidebooks 2.0 Vocabulary Guide

General Protocol for Explicitly Teaching Vocabulary

1. **Presentation**: Present the word or phrase in context.
2. **Definition**: Guide students to use context clues, word parts (i.e., prefixes, root words, suffixes), or word relationships (e.g., synonyms, antonyms, etc.) to develop a student-friendly definition.
3. **Explanation**: Ask students to explain the word or phrase orally or in writing with words and/or pictures.
4. **Connections**: Help students make connections. For example:
   a. Have students classify or compare the new word and phrase with other known words (e.g., identify synonyms or word families or write analogies).
   b. Show a short video that illustrates a real-life context.
   c. For English language learners, connect the word to the home language or identify cognates.
5. **Application**: Direct students to use the word or phrase in new contexts. For example:
   a. Ask students to answer questions about the text that require them to use the word or phrase.
   b. Have students participate in wordplay or games with the word or phrase, such as acting out the meaning.

<p>| What specific actions did we take to address the steps outlined in this process? |  |</p>
<table>
<thead>
<tr>
<th>Step</th>
<th>Question/Task</th>
<th>Exemplar Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Presentation</td>
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<td>Step 2: Definition</td>
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<td>Step 3: Explanation</td>
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Let’s Practice! “distress”
<table>
<thead>
<tr>
<th>Step</th>
<th>Question/Task</th>
<th>Exemplar Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 4: Connections</td>
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</table>
Excerpt from “Which Words Do I Teach and How?”
By David Liben

Teaching words in context and developing students’ ability to learn word meaning from context is a rich, essential part of vocabulary instruction. However, choosing the words to spend time on in the context of a complex text—how to sift and winnow those words judiciously and effectively—can be a struggle for teachers. Hiebert (2009) describes three general criteria for determining which words to choose for intensive teaching: 1) words needed to fully comprehend the text, 2) words likely to appear in future texts from any discipline, and 3) words that are part of a word family or semantic network. These criteria serve as useful guideposts, but truly knowing when to stop and teach in context, when to prepare students in advance, and when to teach words more intensively is challenging for even the most seasoned educators. In preparing a text for instruction, teachers frequently find themselves asking, “Which words do I teach, and how much time do I give to this?”

Words that can be quickly explained should be explained in the moment of encounter. This often includes concrete words, words with single meanings, and words reflecting meaning or shades of meaning that are part of the students’ experiences. The explanation will enhance and not impede comprehension because it was swift and unobtrusive (Biemiller 2010). Words that need more explanation will ideally be taught in context, and then reinforced after, as these explanations will be more elaborate and time-consuming (Beck McKeown and Kucan 2007, Biemiller 2007). This includes words that are abstract, words with multiple related meanings, and words reflecting meanings or shades of meaning that are likely not part of the students’ experience.

The above content is from Liben, D. (2013). Which Words Do I Teach and How? Retrieved from https://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf. This third party content may not be available under the CC-BY license.


Louisiana DOE Mentor Teacher Training, Module 8
<table>
<thead>
<tr>
<th>Identify a word that merits LESS time</th>
<th>Identify a word that merits MORE time</th>
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<tbody>
<tr>
<td><strong>Explain your rationale.</strong></td>
<td><strong>Explain your rationale.</strong></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
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</tr>
<tr>
<td>Name and explain the 5 steps outlined in the General Protocol for Explicitly Teaching Vocabulary.</td>
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<tr>
<td>How do you distinguish between words to spend more or less time on?</td>
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<tr>
<td>How will you help your mentee understand the importance of and plan for direct vocabulary instruction in her/his context?</td>
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</table>
**Informative/Explanatory Writing and Exploring the Writing Progressions from the Guidebooks**

### Do Now

Compare a “report” you wrote in elementary school to a research paper you wrote in high school or college.

- How were they similar?

- How were they different?

### Session Objectives

- Describe the core elements of Informative/Explanatory writing
- Identify the progression of writing skills in a set of student Informative/Explanatory pieces
- Explore the Writing Progressions Chart in the Guidebooks

### Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Getting Started</td>
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<tr>
<td>5 min</td>
<td>Informative/Explanatory Writing in the Standards</td>
</tr>
<tr>
<td>25 min</td>
<td>How Does Your Garden Grow: Looking at Student Pieces Across Grade Levels</td>
</tr>
<tr>
<td>20 min</td>
<td>Understanding the Writing Progressions in the Guidebooks</td>
</tr>
<tr>
<td>5 min</td>
<td>Capture Your Learning</td>
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</tbody>
</table>
6-12 Developmental Progression
Louisiana Student Standard W.2 Informative/Explanatory Writing

The following pieces were written after reading or listening to informational text about saving water. Students responded to the prompt: “How did the Great Depression affect people who lived through it?” The stimulus text and full prompt for each grade level, as well as annotated versions of each of the pieces below are available at www.achievethecore.org

Notes: Each piece represents end-of-year writing at a particular grade level. When analyzing student work, please focus only on the content and language of the piece. Pieces were not chosen to show a grade level progression in conventions (capitalization, punctuation, spelling).

Grade 6
Effects of The Great Depression

The Great Depression affected the people that lived through it in many ways. The things at I am going to explain are some of the things that affected the people who lived through the Great Depression. Having barely any money was one of the things that affected them. Also having less supplies affected them too. Having to take care of kids too also might have affected the people during the Great Depression.

First, I am going to talk about how having almost no money affected the people. It affected them because they were getting their money by working. Then their jobs were shutting down so their amount of money was shrinking and shrinking. They would do neighborhood favors and jobs but the amount of money they would get was five dollors. They also had to pay a bill for electricity every month. They had to pay for gas if you had a car and their house. That is why having almost no money affected them a lot.

Another reason the Great Depression affected the people was they were having less of the supplies they had. Like some of the people stopped delivery for several things such as milk and ice. They were also using less electricity and selling their cars. Those are some of supplies they had a shortage or had to not use as much.

Also if they had kids they would need to do extra work and be able to care for them. They also had to pay more money if they had kids because they have to feed them too. They also had to take care of them. The parents have to care for them. If they are sick they can not just leave them at home they have to take care of them. They also might worry about them. If you had kids during the Great Depression not only would you worry about your kids and family. That is why if you had kids during the Great Depression it might be more difficult.

Now you can see how living through the Great Depression was very difficult and affected many people who lived through it. It affected people in many ways like having no money or having a very little amount of it. Also if you had kids it might have been a little more
difficult. They also had to live with less supplies. That is why I think the Great Depression affected the people who lived through it.

**Grade 8**

**Dignity and Hope**

The Great Depression. This notorious event put America’s hope to the test. Leaving Americans economically and mentally drained. The Great Depression devastated America and will never be forgotten. If not for Franklin Delano Roosevelt and his beneficial "New Deal" who knows what horrible ruins would remain as a result of The Great Depression.

"With no dependable income, we cut back on everything possible." This excerpt from the story "Digging in" by Robert J. Hastings shows the situation that each and every American faced. In the story, it is said that the family substituted toothpaste and toilet paper, for soda and catalog pages. Even common necessities had to be sacrificed during The Great Depression.

Along with their wallets, Americans' spirits were also crushed. In the poem "Debts" by Karen Hesse, the father of the family is facing a serious drought but still believes in rain. When reality sets in that rain is not likely to come, he is filled with rage and leaves to *** to the farm to avoid feuding with his pregnant wife. This man was a farmer, and had to rely on the most unreliable thing for a source of income, mother nature. This man, and every other American's spirits were tested during The Great Depression, and the number of those who still had hope was diminishing. With America facing an economic doom, Americans turned to one man, Franklin Delano Roosevelt. With the promise of a New Deal to help end The Great Depression Roosevelt won the election by a landslide. He created jobs for three-million single men between seventeen and twenty-three years of age. Roosevelt's work relief program put 8.5 million Americans to work building roads, bridges, airports and more. Although Roosevelt did not end The Great Depression, he provided Americans with work and hope.

The Great Depression left Americans mentally as well as economically depleatted. This event tested the will of the American people, and left some citizens without any hope. With the help of Franklin Delano Roosevelt, America was able to get through The Great Depression with dignity and hope.

**Grade 9-10**

**Gains of the Great Depression**

During the Great Depression, millions of people lost jobs, and families struggled to find financial footholds. It lasted for ten years, leaving very strong memories of dramatically dark times. Throughout those years, people found new ways to cope with the struggles, and interestingly enough, new emotions and belief in the ideals of America. Everybody learned the importance of being resourceful, while also keeping hope for the future and growing more unified and patriotic as a country.
One important effect of the Great Depression was how it made people and families resourceful. That quality is largely a part of the memoir *Digging In*, where a man who lived during the Depression talked about his family's frugality, and how they had to "cut back on everything possible" in order to save money. Some of the things they had to cut back on included city water, selling their car, and discontinuing purchases of toothpaste, toilet paper, and snacks, just to name a few. They also "took care of what [they] had", and listed all the ways they used a cotton cloth, which included using it as a dish cloth, bandage, quilt piece and more. These qualities of being frugal and resourceful weren't bad; they taught people to not be wasteful and to not spend money on things that aren't necessary. Being resourceful became a part of life during the Depression as a way to help families stay financially afloat.

More significantly the Great Depression, in a broad sense, brought a sense of patriotism and more unity as a country. Former President Franklin D. Roosevelt enriched his second inaugural address with these ideals. He said that the greatest change he had witnessed was the "change in the moral climate of America" and that they were on the road of progress. Another quote of his was "in seeking for economic and political progress as a nation, we all go up, or else we all go down, as one people." What Roosevelt was implying was if the people wanted their country to go in the right direction, they all had to work together. Working together wouldn't be hard, due to the entire country’s new sense of belief in their country, also known as patriotism. The United States' stronger sense of unity that came about during the depression helped citizens work through the hard times.

Most importantly, the Depression oddly enough brought a sense of hope. In some cases, farmers had to keep hope for the future and that it would bring rain for their crops so they could get money, as a farmer had in a poem called "Debts". In an article about "The New Deal", an explanation was given about how Roosevelt gave the country hope by creating many reforms that were aimed to "relieve poverty, reduce unemployment, and speed economic recovery". This hope for the future gave people something worth living for during times when suicide didn’t seem like a bad idea. Indeed, this sense of hope was a very important effect that the Great Depression had on the people who lived through it.

Even though the Depression devastatingly affected tens of millions of people, the way it changed people's outlooks was inspiring. Instead of tossing a cotton bag in the garbage, people learned to be resourceful and used them as towels and dish cloths. A stronger sense of pride in their country helped them work through the hardships together, with patriotism and unity. Above all else, without hope for the future, people would've given up on trying to fix their severely wounded economy. These enhanced senses of resourcefulness, unity, along with patriotism and hope were all ways that the Great Depression affected Americans.
How Does Your Garden Grow?  
Record Sheet

**Writing Type:**

<table>
<thead>
<tr>
<th>Key Differences</th>
<th>Grade</th>
<th>Similarities in All/Most Pieces</th>
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<tbody>
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</table>

Based on your observations, what are some core descriptors that define this writing type?

What patterns do you notice in the way expectations change over time?
Review the Writing Progressions document from the Guidebooks.

<table>
<thead>
<tr>
<th>What do you notice about how this document is organized?</th>
<th>What do you wonder about how this document is organized?</th>
</tr>
</thead>
</table>

**Zoom in ➔ Standard W.2**

Study the top row. What changes in length and complexity do you see across grade levels?
Select any writing sample and reread it.

<table>
<thead>
<tr>
<th>How well does this piece match the descriptors in the writing progression for...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length?</td>
</tr>
<tr>
<td>Complexity of thinking?</td>
</tr>
</tbody>
</table>

**Zoom In → Grade Level Descriptors**

- **Study the other descriptors for that grade level.**
  Cross-check the student writing for that grade with the grade-level descriptors on the progression chart.

<table>
<thead>
<tr>
<th>What evidence do you see of these descriptors in the student’s writing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What are the key elements of Informative/Explanatory writing at all grade levels?</td>
</tr>
<tr>
<td>What are the key elements of Informative/Explanatory writing at your grade level?</td>
</tr>
<tr>
<td>How will understanding the progressions support a novice teacher in both holding appropriate expectations and understanding how to support students?</td>
</tr>
</tbody>
</table>
Build Relationships: 3 Key Components

- Establish trust
- Maintain trust
- Build confidence

Maintaining Trust

- Revisit partnership agreements
- Provide ongoing support in reaching SMART goals
- Celebrate the work
- Embrace and teach about growth mindset

Developing a Growth Mindset in Teachers and Staff

By Keith Heggart

February 4, 2015

Retrieved from Edutopia website at: https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff

An idea that is beginning to gain a lot of favour in educational circles at the moment is the notion of fixed versus growth mindsets, and how they might relate to students and learning. Based on the work of Stanford University psychologist, Carol Dweck, the idea of mindset is related to our understanding of where ability comes from. It has recently been seized upon by educators as a tool to explore our knowledge of student achievement, and ways that such achievement might be improved.

However, in my work, I have found that the notion of developing a growth mindset is as equally applicable to staff and teacher performance as it is to students. This article begins with a brief discussion about the difference between the two mindsets, what that means for education, and concludes with some ideas for how school leaders might seek to develop a growth mindset amongst their staff.

The New Psychology of Success (2000), Dweck developed a continuum upon which people can be placed, based upon their understandings about where ability comes from. For some people (at one end of said continuum), success (and failure) is based on innate ability (or the lack of it). Deck describes this as a fixed theory of intelligence, and argues that this gives rise to a ‘fixed mindset’. At the other end of the continuum are those people who believe success is based on a growth mindset. These individuals argue that success is based on learning, persistence and hard work.

According to Dweck:

In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that’s that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They d
don’t necessarily think everyone’s the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it (Morehead 2012).

The crucial point for individuals is that these mindsets have a large impact upon our understanding of success and failure. Fixed mindset people dread failure, feeling that it reflects badly upon themselves as individuals, while growth mindset people instead embrace failure as an opportunity to learn and improve their abilities.

Needless to say, this idea of mindsets has significant implications for education. One of the most important aspects relates to feedback. According to Dweck, when we give praise to students (which we, as teachers often do, in order to build self-esteem and encourage students) for how clever they are, we might actually be encouraging them to develop a fixed mindset - which might limit their learning potential. On the other hand, if we praise students for the hard work and the process that they’ve engaged in, then that helps to develop a growth potential.

We have to really send the right messages, that taking on a challenging task is what I admire. Sticking to something and trying many strategies, that’s what I admire. That struggling means you’re committed to something and are willing to work hard. Parents around the dinner table and teachers in the classroom should ask, ‘Who had a fabulous struggle today? (Morehead 2012)

This praise can have significant effects upon students: citing longitudinal studies with Year 7 math students, Dweck has shown how students with a growth mindset are far more likely to take on more challenging work and succeed at it than students with a fixed mindset - even if all other factors remain the same.

Dweck (and others) put this down to the development of self that takes place as different mindsets develop. With a fixed mindset, there are feelings of powerlessness and learned helplessness. This can lead to the development of a self-defeating identity, accompanied by toxic personal statements like ‘I can’t do this’ or ‘I’m not clever enough.’

On the other hand, a growth mindset amongst students is likely to encourage them to develop feelings of empowerment - students begin to see how they might take action to positively influence their community and their own learning.

Mindsets predict motivation and achievement amongst students according to some research, too:

Students with a growth mindset were more motivated to learn and exert effort, and outperformed those with a fixed mindset in math—a gap that continued to increase over the two-year period. Those with the two mindsets had entered 7th grade with similar past achievement, but because of their mindsets their math grades pulled apart during this challenging time. (Blackwell, Trzesniewski and Dweck, 2007).

Crucially, Dweck’s research is applicable to all people, not just students. Therefore, school leaders could ask themselves what effect might developing a growth mindset amongst staff have upon learning in a school? Fortunately, a number of educators and teachers have already begun to explore what this might look like for teachers.
Modelling

According to Jackie Gerstein, teachers, like the students they teach, can learn to develop a growth mindset, but this requires careful planning by school management. The most obvious way of applying a growth mindset to teacher professional development is through modelling. Gerstein has run a number of professional development courses that seek to instruct teachers in how to model a growth mindset amongst students and one of her key principles is encouraging teachers to see themselves as learners, and, just like students are all capable of learning and improving, so too are teachers (Gerstein 2014)

Create space for new ideas

A second principle requires that schools provide opportunities for teachers to try new things and make mistakes. This can seem daunting for teachers, but it is essential for developing a growth mindset - after all, one of the key principles of such a mindset is the willingness to try new approaches. As part of creating this space, it is important to begin with the learning in mind; that is, what will teachers and the school learn as part of the process, rather than whether the new idea is going to be a success or a failure.

Build time for self-reflection

While creating space for new ideas is important, it is only part of the process of developing a growth mindset. Linked to it, and equally vital, is providing a chance for teachers to reflect upon their new ideas and consider what they learned from the process. Ideally, this reflection should focus less on whether the idea was a success or a failure, but rather on what the teacher learnt from the process.

Formative Feedback

Teacher performance management processes can often be quite awkward and distressing experiences; however, by viewing the process as part of a growth mindset - that is, making it formative, rather than summative, and inviting participation of the teacher in the process, the feedback can be more meaningful and applicable to the teacher’s daily practice.

Developing a Growth Mindset amongst students is not an immediate process; rather, it will take a concerted effort on behalf of teachers and the rest of the schooling community. Equally, encouraging teachers to see themselves in the same way will equally take a lengthy period of time; however, there are significant benefits to be had from leveraging these ideas.

References


## Planning for Growth Mindset: Gallery Walk

<table>
<thead>
<tr>
<th>Ideas for introducing Growth Mindset to Mentees</th>
<th>Ideas for practicing Growth Mindset with Mentees</th>
</tr>
</thead>
</table>
Stop and Jot: How do you plan on introducing and practicing the concept of growth mindset with your mentee(s)?

Build Relationships: Key Takeaway

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

Set New Goals: 3 Key Components:

- Examine new data
- Identify progress
- Determine next steps

Examine New Data (may include any of the following):

- Initial observation and one-on-one debrief notes
- Model teaching look-fors checklist and debrief notes
- Co-teaching debrief notes
- Student work
- Student data
- Additional observations and feedback
# Data Analysis Guiding Questions

## Step One: Examine New Data

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Analysis Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What data are we looking at?</td>
<td></td>
</tr>
<tr>
<td>What is being measured in each assessment?</td>
<td></td>
</tr>
<tr>
<td>How did various populations of students perform? Are all students being positively impacted?</td>
<td></td>
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<tr>
<td>What areas of student performance are demonstrating the goal is or is not being met?</td>
<td></td>
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<tr>
<td>Do patterns exist in the data?</td>
<td></td>
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<tr>
<td>What confirms what we already know?</td>
<td></td>
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<tr>
<td>What surprises us?</td>
<td></td>
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</tbody>
</table>
### Step Two: Identify Progress

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the teacher made progress toward their goal? What evidence exists to support that?</td>
<td></td>
</tr>
<tr>
<td>What additional evidence, if any, is necessary to show adequate progress toward the goal?</td>
<td></td>
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<tr>
<td>Does enough evidence exist to support that the teacher has adequately met their goal? Describe the evidence.</td>
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<tr>
<td>Could the teacher benefit from continued work on this goal?</td>
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</tbody>
</table>

### Step Three: Determine Next Steps

#### Suggested Guiding Questions for Discussion

<table>
<thead>
<tr>
<th>Planning Notes (mentor completes prior to conversation)</th>
<th>Meeting Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step One: Examine New Data</strong></td>
<td></td>
</tr>
<tr>
<td>Your SMART goal is ___. How do you think it’s going in meeting your goal?</td>
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<tr>
<td>What actions/supports have best supported you in working on this goal?</td>
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<tr>
<td>I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?</td>
<td></td>
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<tr>
<td><strong>Step Two: Identify Progress</strong></td>
<td></td>
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<tr>
<td>How do you feel about the progress you’ve made toward meeting your SMART goal?</td>
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<tr>
<td>What, if any, additional work could be done in continuing to address this SMART goal?</td>
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<td>-----------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Step Three: Determine Next Steps</strong></td>
<td></td>
</tr>
<tr>
<td>Do we have a sufficient amount of evidence to support that your SMART goal was met?</td>
<td></td>
</tr>
<tr>
<td>(If the answer to the above question is no) What next steps should we take to continue working on this goal? I.e. another model or co-teach, observation with feedback, etc.</td>
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<tr>
<td>(If the answer to the above question is yes) Do you have another focus area in mind that we can set a new SMART goal for?</td>
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<tr>
<td>(If the answer to the above question is yes) Would you like to participate in a new observation and see what new areas to grow in come through as a result?</td>
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Practice Scenario

Refer to the data set on your table that accompanies your practice scenario.

**Practice Scenario**

**SMART Goal:** Students will demonstrate a deep understanding of the text during text-based discussions by providing and citing evidence from the text and building on one another’s ideas as measured by teacher observations during class discussions.

**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?
Determine Next Steps:

- On your own, determine next steps
- Set up “check-in” with your mentee
- During check-in:
  - Review new data
  - Identify progress
  - Determine next steps in your work together
Mentor Coaching Plan

Mentee SMART goal(s)

*Student contributions during text-based discussions and the ability to elaborate on the remarks of others will increase by including sufficient wait time and allowing enough time after asking a question for students to formulate and plan their responses as measured by teacher observation data during discussions.*

What activities and resources will mentor and mentee engage in to achieve goal(s)?

<table>
<thead>
<tr>
<th>Specific Activity or Resource</th>
<th>How is it aligned to the goal(s)?</th>
<th>Why will it be effective?</th>
<th>How will you integrate relationship building?</th>
<th>Projected timeline</th>
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How will you monitor your mentee’s progress toward the identified goals?
Set New Goals: Key Takeaway
The mentor monitors data on mentee progress toward SMART goal to determine when it is appropriate to set new goals.

Module 8: Key Takeaway
Mentors can most effectively support mentees through ongoing, repeated mentoring cycles that base goals and success on observable goals.

Exit Card
Share the following on an index card at your table.

1. Before I thought....now I think...

2. The most useful thing from today for my own teaching is...

3. The most important thing from today for me to remember about working with my mentee is...