



Louisiana Department of Education Mentor Teacher Training

Module 8: Implementing High-Quality ELA Instruction

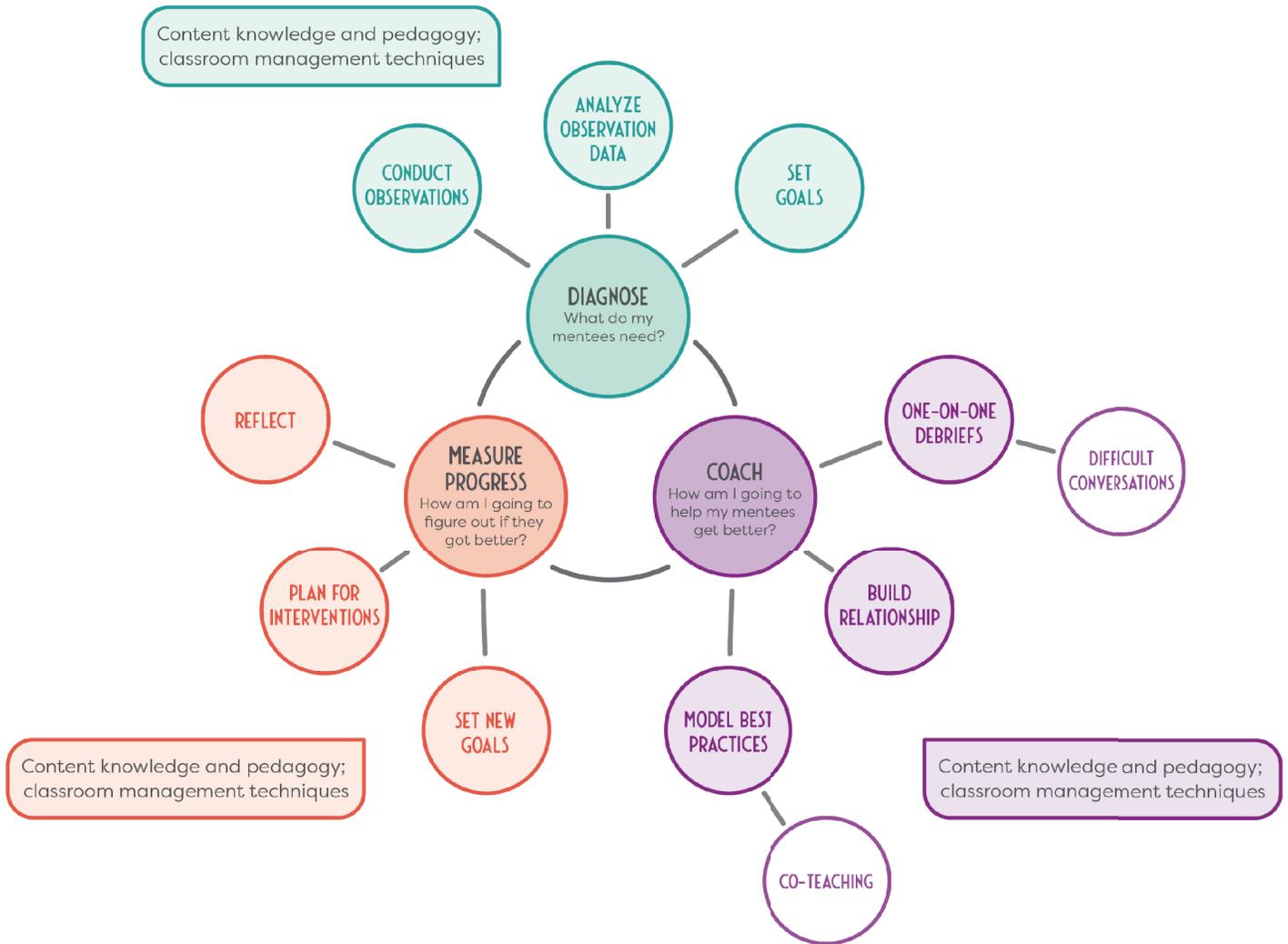
Secondary ELA Cohort

January, 2020

Facilitated by Learning Forward



The Mentoring Cycle



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

- Reliably assess student comprehension and writing needs by utilizing Guidebook supports.
- Utilize the Guidebook's Support Flow Chart to develop plans for addressing the needs of individual and groups of students.
- Continue work on Micro Credential assessments.
- Apply the mentor cycle fluently with a mentee.

Module 8 Agenda

Morning (8:30-11:45 a.m.)

Welcome and outcomes

Utilizing Guidebook resources to support struggling writers

Afternoon (12:15-4 p.m.)

Scenario Practice

Connection to Assessments

Wrap-Up

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

Module 7 Review

Key Question: *Can my students cite relevant and specific textual evidence to support conclusions drawn from a text?*

3 Criteria for Strong Student Responses

- Student responds directly to the question asked with a **valid assertion** drawn from the text.
- The **evidence** provided from the text is **relevant** (evidence supports the assertion) and **sufficient** (enough evidence is given to support the assertion).
- Is able to clearly articulate a relevant and **valid connection** between the evidence given and the assertion.

Student Exemplar Response

Text-Based Question: How does the author’s choice of words throughout the text affect your understanding of “The Story of Prometheus”?

The author’s word choice helps readers better understand the two main characters: Prometheus and Jupiter. The author uses positive words to describe Prometheus and negative words to describe Jupiter to highlight how different the two characters are. Prometheus is kind and helpful, while Jupiter is cold and cruel.

Evidence	How this evidence supports my thinking
<p>“Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.”</p>	<ul style="list-style-type: none"> • “warm and happy” and “thankful” – these words emphasize Prometheus’s positive relationship with the humans • “cheerful” and “wonderful – these words show that Prometheus helped improve people’s lives
<p>“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.”</p>	<p>Jupiter is talking about the revenge he wants to get on Prometheus for defying him. He uses insulting and harsh words (like “punish” and “prison-house”) that demonstrate how he wants to use his power make the humans miserable.</p>

Rubric for Analyzing Student Responses

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	Response may not address the question Response may show lack of understanding or misunderstanding of the text Response may be too brief to discern what student understands
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	Evidence is accurate, relevant, and specific Evidence provided is sufficient to support the assertion	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

A Student's Response

Tanya's Response

Prometheus is motivated to defy Jupiter because he feels bad for the humans. He sees that they aren't as happy as they used to be and he blames Jupiter for that. Even though Jupiter told Prometheus not to give humans fire, Prometheus did it anyway.

Evidence	How this evidence supports my thinking
"Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that."	It says he didn't like living in the clouds.
"He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it..."	It tells us what he did with the fire after he disobeyed Jupiter.

Diagnosing Students' Needs

Read the following excerpt from “The Guidebook Approach to Support.”

This document describes the design principles of the ELA Guidebooks 2.0 units and the included strategies and materials to support all learners, including those diverse learners who learn in a different way and at a different pace than their peers. Based on this definition, all students can be classified as “diverse learners” at some point in the instructional process. Thus, when teaching guidebook lessons, teachers must understand the grade-level standards and their students’ current ability to make instructional decisions that will ensure all students read, understand, and express their understanding of complex, grade-level texts.

Guiding Principles for Diverse Learners

- All students should regularly engage with rich, authentic grade-appropriate complex texts.
- All students should have full access to grade-level classes and engage in academic discourse and meaningful interactions with others around content, even with “imperfect” developing language.
- Rather than having different expectations for students based on their abilities, all students should have opportunities to meet the grade-level standards through appropriate scaffolds and supports.
- Instructional supports should not supplant or compromise rigor or content.
- Specialized instruction should build on and enhance what occurs during regular instruction.
- The instructional design and language should not get in students’ way of accessing lesson content.
- Students’ knowledge of another language should be seen as an ability and called upon as a way to support students as they develop and express their understanding in a new language.
- Language instruction should be integrated with reading and writing instruction and focused on understanding and communication.

Based on this excerpt, how do we define “diverse learners”?

What is your key takeaway about the guiding principles for how we support diverse learners?

How will these take-aways inform your own teaching?

How will they inform your mentoring?

Sample Completed Rubric

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	<p>responds directly to the question with an insightful assertion</p> <p>KJ NN IU FD JH QW</p>	<p>responds directly to the question with a valid assertion</p> <p>DI BG NJ DS KN RD HB KL SD UT YH PL</p>	<p>Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow</p> <p>GH MJ LA SS</p>	<p>Response may not address the question</p> <p>Response may show lack of understanding or misunderstanding of the text</p> <p>Response may be too brief to discern what student understands</p> <p>GP WE TY</p>
Does the student choose relevant evidence from the text?	<p>Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion</p> <p>KJ NN IU FD JH QW</p>	<p>Evidence is accurate, relevant, and specific to support the assertion</p> <p>DI BG NJ DS KN RD HB KL</p> <p>Evidence provided is sufficient to support the assertion</p> <p>DI BG NJ DS KN RD HB KL</p>	<p>Evidence is accurate, but may be insufficient, imprecise, general, repetitive, or vague to support the assertion</p> <p>SD UT YH PL</p>	<p>Evidence may be minimal, irrelevant, absent, or incorrect to support the assertion</p> <p>GP WE TY</p>
Does the student explain how the evidence supports the assertion / point?	<p>Connection between evidence and assertion is insightful and nuanced</p> <p>JH QW</p>	<p>Connection between evidence and assertion is clear and valid</p> <p>KJ NN IU FD</p>	<p>Connection between evidence and assertion may be vague or unclear</p> <p>DI BG NJ DS KN RD HB KL</p>	<p>Connection between evidence and assertion may be missing or invalid</p> <p>GP WE TY SD UT YH PL</p>

What pattern(s) do you see?

Analyzing Patterns in Student Responses Look at your completed Class Rubric and reflect on the following questions.	
Are there common errors made across the collection of student work? What are the most frequent and fundamental problems students appear to have with the assignment?	
What might the pattern of student responses show about students' understanding of the text? What makes you think so?	
What might the pattern of student responses tell you about the knowledge and skills students have learned and still need to learn? What makes you think so?	

Digging Deeper: Supports Flow Chart

1) The Supports Flow Chart is organized by:

Supports for _____

Supports for _____

Supports for _____

Supports for _____

2) What are some possible reasons a student may struggle with standards RL.4/RI.4 and what are some possible supports for addressing this need?

Possible Issues	Possible Supports

- 3) During a text-based discussion you notice that a student is participating in the discussion, but in a way that is completely disconnected from the conversation his peers are having. He is sharing valid information from the text but he is not building on, connecting to or addressing the ideas shared in the discussion. What might be the core reason for this student’s observed behavior? What is one thing you might try to address this issue?

Possible Issue	Possible Support

- 4) You notice that a fluent reader is struggling to read and understand the complex text in a series of lessons. What do you notice about the issues and supports provided for a student who can read with fluency and accuracy, but is still struggling to demonstrate comprehension of a complex text? What is a likely reason for this issue and how might you address it?

Capture Your Learning - Teaching	
Question	Response
<p>How can analyzing your students' work for patterns be useful for planning next instructional steps?</p>	
<p>What is the Supports Flow Chart?</p>	
<p>How might the Supports Flow Chart be useful to you, considering the sorts of needs that you observed from your student work?</p>	

Capture Your Learning - Mentoring	
Question	Response
How will you support a mentee in noticing and interpreting patterns in student data?	
How might the Support Flow Chart be used when supporting a mentee's thinking about observed student needs?	
How might you introduce this work to a mentee and how will you guide the mentee's thinking about student needs and supports?	

Using the Supports Flow Chart

What does it likely mean if students are struggling to meet the first two criteria on the rubric?

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	<p>Response may not address the question</p> <p>Response may show lack of understanding or misunderstanding of the text</p> <p>Response may be too brief to discern what student understands</p>
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	<p>Evidence is accurate, relevant, and specific</p> <p>Evidence provided is sufficient to support the assertion</p>	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

Student Case Study #1

Brian

Brian is an 8th grade student. His class has just begun the *Flowers for Algernon* unit. In lesson 2, students are re-reading the text “The Story of Prometheus” with a partner. The teacher, Mr. Abrams, is circulating to listen in as students read and discuss the text with a partner. He is using a tracker to record notes on individual students. Mr. Abrams stops to listen in to Brian reading aloud the following passage to his partner:

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

Mr. Abrams noted that Brian’s reading was very slow and choppy – he was not reading with appropriate rate or expression and was reading one word at a time. He also took note of several words that Brian struggled to read accurately:

“Prometheus did not care to live ~~amid~~ (“am...am...l’d”) the clouds on the mountain top. He was too busy for that. While the Mighty ~~Folk~~ were spending their time in ~~idleness~~ (“ittle-ness”), drinking ~~nectar~~ (sounding out: n-ee-s-tar) and eating ~~ambrosia~~, he was ~~intent~~ (“intense”) upon plans for making the world wiser and better than it had ever been before”

Use the Supports Flow Chart to identify a potential support for Brian.

Student Case Study #2

Maria

Maria is in Mr. Abrams' 8th grade class. In lesson 1, students are reading "The Story of Prometheus" for the first time. First, they read the text with a partner, then they use a graphic organizer to create a summary of their assigned section (either Part I or Part II). Mr. Abrams monitors students' partner reading and notes that Maria read her entire portion with appropriate rate, accuracy and expression. This observation matched his other data on Maria, suggesting that she is able to read grade-level texts with fluency. Then, students are assigned a section of the text to create their summary snapshot. Maria and her partner are assigned Part I. Here is Maria's completed graphic organizer:

The Story of Prometheus				
SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?
Mighty Ones Titans Prometheus Epimetheus men mankind	Prometheus wants to give people fire, so he asks the planet Jupiter to help make his own planet Earth better for the cave men.	Jupiter doesn't want to give Earth fire	Prometheus travels to the sun and then decides to turn his back on his own land: "turned and hastened back to his own land" The people on Earth join him and he gives them fire from the sun	Prometheus gave people fire, but they were rude to him about it: "Soon there was a...blaze in every rude home in the land" But they were also grateful: "were warm and happy, and thankful to Prometheus"
Write a summary of the text including the details above.				
<p>There are "mighty ones" who live on the planet Jupiter. Prometheus doesn't want to live on Jupiter with the mighty ones and remembers how much better it was when they lived on Saturn. But now, he wants to live with the people on Earth. This was back when people didn't have electricity. It seems like the cave man time period because it says the people "were living in caves." Prometheus wants to give the people on Earth fire because they are "cold and shivering." He also wants to help himself because right now he is living in a tent: "he didn't care to live amid the clouds...he was intent...." In this part of the story, Prometheus first travels to Jupiter to ask for fire. He doesn't want to give Prometheus and the people on Earth fire. So then Prometheus travels to the sun to get fire. He thinks the fire will help the people live better, especially the tyrant people who live in the wilderness on the mountaintop: "Mankind shall have fire in spite of the tyrant who sits on the mountaintop."</p>				

(Case Study continued on the next page)

Mr. Abrams overhears Maria and her partner discussing and decides to gather more information.

Mr. Abrams: Maria, I heard you say that the “mighty ones” live on the planet Jupiter. Is that correct?

Maria nods.

Mr. Abrams: What in the text makes you think so?

Maria: Umm...here, at the bottom of the first page. It says, “Then he went boldly to Jupiter and begged him to give fire to men.” So it says Prometheus traveled to Jupiter.

Mr. Abrams: Interesting – can you say more about that? What are you thinking is happening in this part of the story?

Maria: I think that some planets are more powerful than others in this story. First, it was the planet Saturn that used to be the best. Here it says “during the golden days when Saturn was King.” So it’s kind of like a science fiction story with the planets being kings of the galaxy, which they call their kingdom. And Prometheus wants to make his own planet better, which is Earth. He is kind of shocked by how people live on Earth because it’s not like it is on Jupiter or Saturn and he says the men are “like beasts.”

Use the Supports Flow Chart to diagnose Maria’s issue(s).

Capture Your Learning - Teaching	
Question	Response
<p>What are the three main “culprits” in preventing students from reading and understanding complex texts?</p>	
<p>How will you use this information to inform your teaching?</p>	
<p>How will you model or think-aloud to illustrate your use of the Flow Chart and how you address student needs in the classroom?</p>	

Capture Your Learning - Mentoring	
Question	Response
How will you support a mentee with considering and addressing the needs of specific learners?	
How might the rubrics and the Flow Chart be used when coaching a mentee's work with his or her most struggling learners?	
What might this coaching conversation sound like?	

Using the Supports Flow Chart to Support Students in Using Evidence

Do Now

Reflect on how your students talk about and write about texts.

What do you notice about how students generally use evidence from the text?

- How well do they select relevant evidence?
- How well do they explain how their evidence supports their thinking?

Evidence Chart

Claim: _____

Text Title	Evidence (direct quotation)	How does this evidence SUPPORT your claim?



WHOLE-CLASS INSTRUCTIONAL STRATEGY

Title: Annotating Text

The Basics

What? Marking a text for main ideas, key details, meaning, and questions

When? As students read a text

Why? To promote engagement with and comprehension of complex texts

Student Outcomes

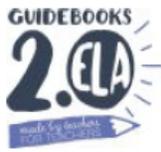
This strategy helps students refine their understanding of texts to meet reading expectations and prepare for writing about texts.

How to Implement

1. Choose a short text or a short, complex portion of a text for students to read.
2. Develop questions based on the text for students to answer after annotating and reading.
3. Establish a system of text symbols that students will use to mark the text. There are many different ways to annotate a text. Samples of annotating legends are included in the “Resources for Additional Information.”
4. Ask students to read the text, marking the text with the established symbols as they read. If the text cannot be marked, use sticky notes.
5. After students have annotated, ask them to respond to text-based questions and answer any questions they have raised while reading. This can be done independently or in groups.
6. Promote comprehension by providing an opportunity for students to discuss both the questions they raised and the teacher-developed questions. This can be done as a whole class or in groups/pairs.

Resources for Additional Information

- Brief [video](#) from TeachingChannel.org that shows text annotation use in the classroom
- [Sample daily instruction](#) from ReadWriteThink.org for teaching annotation to students
- [Video](#) that demonstrates different ways to annotate a text, including an annotating legend
- [Directions](#) for annotating a text
- Examples of how to use in lessons: [Grades 3-5](#), [Grades 6-8](#), [Grades 9-12](#)
- Reading [mini-lessons](#), organized by grade level



Teacher Talk Moves¹

Use these prompts during discussions to guide students in taking ownership of their thinking and meeting the following goals.

Goal One: Students clearly express their ideas through writing or speaking.

- Take 60 seconds to write your response or share your answer with a partner.
- What do you think about ____?
- How did you answer (the question)?
- What is the most important idea you are communicating?
- What is your main point?

Goal Two: Students listen carefully and clearly understand others' ideas presented in writing or speaking.

- Let me see if I heard you correctly. You said ____.
- I heard you say _____. Is that correct?
- Put another way, you're saying _____.
- Say more about _____.
- I'm confused when you say _____. Say more about that.
- Give me an example.
- Who can rephrase what _____ said?

Goal Three: Students provide evidence and explanation to support their claims.

- What in the text makes you think so?
- How do you know? Why do you think that?
- Explain how you came to your idea.

Goal Four: Students establish new ways of thinking by elaborating on or challenging the thoughts of others.

- Who can add to what X said?
- Who agrees/disagrees with X?
- Who wants to challenge what X said? Why?
- How does that idea compare with X's idea?
- What do you think about X's idea?
- Whose thinking has changed as a result of this conversation? How and why has it changed?
- Now that you've heard _____ (summarize the conversation so far) _____, what are you thinking? What are you still wondering about?

Putting it in Action

How might you respond to the talk move if you were Student #2, Maria? Script the exemplar response!

Student #2: Prometheus wants to defy Jupiter because he wants to make the world better. I know this because the text states “the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia.”

Teacher Talk Move:

Exemplar Student Response:

Make an Action Plan	
Who? Students who need support	
What? What need will you focus on? (evident from the student work)	
Why? Why do you think students are struggling in this area?	
How? How will you address this need? What activities or other supports will you try?	
When/Where? When and where will you insert these supports?	

Capture Your Learning	
Question	Response
<p>What new tools are you most excited to use yourself or share with your colleagues?</p>	
<p>Consider all the different ways that these tools might be useful to a mentee. Consider how these tools will specifically support the development of a growth mindset for the mentee’s sense of self-efficacy and for his or her feelings about students. Record your thoughts.</p>	

Analyze Observation Data

Strengths: What was effective about the lesson in regards to the focus area? In which “look fors” did the observee excel? What specific actions did the observee take that enabled them to be successful in the focus area? What specifically were the students able to do as a result of those actions?	Areas for Growth: What was ineffective about the lesson in regards to the focus area? Which “look fors” is the observee trying and on the verge of doing? Which “look fors” is the observee ready to try next? Where are there areas of missed opportunity?	Prioritize One Area for Growth: In your opinion, which area for growth could have the biggest impact on the observee and their students? What might you recommend the observee change or modify in their focus area based on your observation? What big takeaway do you hope the observee gains as a result of the debrief conversation?
1.	1.	
2.	2.	
3.	3.	

Plan to Engage in One-on-One Debrief

Suggested Guiding Questions for Discussion	Planning Notes (observer completes prior to debrief)	Debrief Meeting Notes
Primary Questions		
Your focus area was _____. How do you think the lesson went with [your focus area]?		
What are you noticing about [your focus area]?		
What is important to you about [action observee took in focus area]?		
Feedback Questions		
You said your instructional goal for your students was [goal]. How well do you feel they accomplished it?		
What is the student work/data showing about their progress to this goal?		
In what ways did the lesson go as you had planned?		
In what ways did things happen that you did not expect?		
What other ways are there to try [action observee took in focus area]?		
Feedback on Prioritized Area of Growth		
You _____ and the impact of that is _____. I suggest you _____.		
Closing Questions		
What can you change before you try this again?		
What can you learn before you try this again? How might you approach learning it?		
Are there ways you think I can be helpful to you with your learning?		

Mentor Coaching Plan

Mentee SMART goal(s)

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

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

How will you monitor your mentee's progress toward the identified goals?

Set New Goals Guiding Template

Step One: Examine All Data

Guiding Questions	Analysis Notes
What data are we looking at?	
What is being measured in each assessment?	
How did various populations of students perform? Are all students being positively impacted?	
What areas of student performance are demonstrating the goal is or is not being met?	
Do patterns exist in the data?	
What confirms what we already know?	
What surprises us?	

Step Two: Identify Progress

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

Step Three: Determine Next Steps

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
Step One: Examine All Data		
Your SMART goal is _____. How do you think it's going in meeting your goal?		
What actions/supports have best supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
Step Two: Identify Progress		
How do you feel about the progress you've made toward meeting your SMART goal?		
What, if any, additional work could be done in continuing to address this SMART goal?		
Step Three: Determine Next Steps		
Do we have a sufficient amount of evidence to support that your SMART goal was met		

(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.		
(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?		
(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?		