



MENTOR
TEACHER

Module 8: Using Reader's Circles & Writing Progressions to Deepen Learning

Secondary Universal Cohort

January, 2020

1

SECTION START: 8:30

- **Duration:** 3 min.

- **Facilitator says:** Welcome back to the Mentor Training Course. It is good to see everyone again. We hope your travels were easy. [presenters re-introduce themselves and share a brief background if necessary].

- **Facilitator does:** Ensure everyone has signed in, has materials for the day, and is sitting with his or her learning team. Review logistics for training (restrooms, times, breaks, lunch, etc.) Our morning break will be at 10:00, lunch will be at 11:45, and afternoon break will be at 2:20.

Mentor Training Course Goals

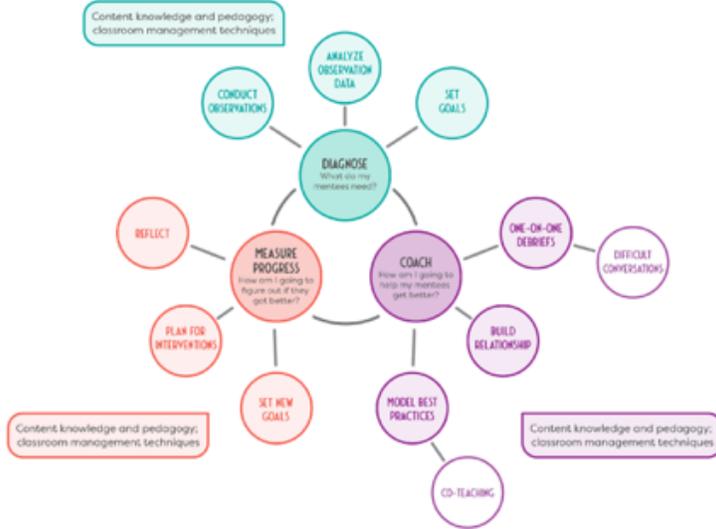
- Build strong relationships with mentees
- Diagnose and prioritize mentees' strengths and areas for growth
- Design and implement a mentoring support plan
- Assess and deepen mentor content knowledge and content-specific pedagogy

2

- **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 3 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 disciplinary literacy, along with specific strategies to support building background knowledge (text sets and vocabulary instruction), productive classroom conversations, and diverse learners; all of these align to our fourth goal. We've also learned how to conduct an observation, analyze observation data and set SMART goals based on the data which addressed goal 2. We learned how to plan for interventions with those interventions being modeling and co-teaching. During our final two days together we will continue to focus on disciplinary literacy as we continue to

deepen mentor content knowledge and content-specific pedagogy (goal 4).
And we will practice working our way through the entire mentor cycle!

The Mentoring Cycle



3

- **Duration:** 1 minute
- **Facilitator Says:** Remember, this is the mentor cycle that grounds our work. 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 will be discussing all components of the Mentor Cycle.

Module 8 Morning Outcomes

- Use Reader's Circles to support close reading that leads to comprehension of complex, grade-level texts.
- Use the Writing Progressions Chart to understand grade level content writing expectations and to focus instruction.
- Explain how this content enables the mentor's ability to support the mentee's disciplinary literacy instruction.

4

● **Duration:** 1 minute

● **Facilitator says:** During this module, we will focus on one mentoring outcome in the afternoon and two content-oriented outcomes this morning.

The state of Louisiana has invested significantly to ensure all educators have access to high-quality curriculum and instructional materials. This investment resulted from compelling research on the impact on students when teachers work with HQ curriculum. We are committed to teachers and students having these materials – particularly our newest teachers and our teachers serving our most vulnerable students. Today's curriculum focus is on the use of the Reader's Circles framework and the grade-level writing progressions.

Module 8 Afternoon Outcome

- Mentors will apply the mentor cycle fluently with mentees.

5

• **Duration:** 1 minute

• **Facilitator says:** This afternoon you will have the opportunity to work through the entire mentor cycle utilizing a case study based on the content area we have focused on during the morning of today's module.

• **Facilitator does:** Reminds participants that the outcomes appear on page 3.

Today's Agenda



- Welcome and Outcomes
- Disc Lit Focus: Reader's Circles, Writing Progressions
- Connection to Competencies, Assessment Work Time
- Lunch
- Scenario Practice
- Connection to Assessments
- Wrap-up

6

● **Duration:** 1 minute

● **Facilitator says:** Let's take a look at our agenda for today.

Our Agreements



- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment of self and others



● **Duration:** 1 minute

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

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

Icebreaker: 30-Second Commercial

- Work with your learning team
- Develop a 30 second commercial for mentoring
- Team up & act out the commercial



●**Duration:** 10 minutes

●**Facilitator says:** Before we dive into content, we wanted to do a quick, fun and silly activity. With your learning team you will have 5 minutes to create a 30 second commercial for mentoring. Think about everything you've learned so far and your real life experiences and create a commercial. After 5 minutes you will partner up with a different learning team and act out your commercial for each other.

●**Facilitator does:** Circulate while teams are working to put together their commercial. After 5 minutes help teams partner up and act out their commercials for each other. If time, choose one or two to perform for the whole group.

Use of Reader's Circles to Support Close Reading of Content-Rich Nonfiction Text

Begin by 9 am

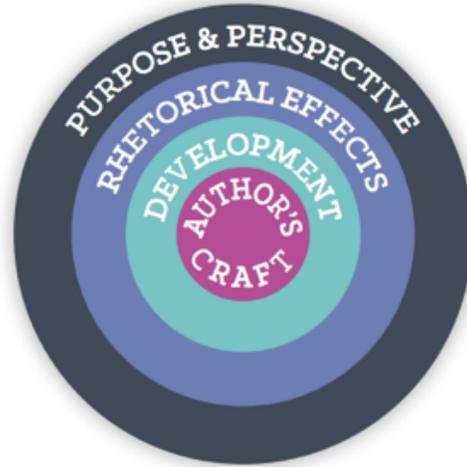
● **Duration:** 1 minute

Facilitator says: Let's take a closer look at Close Reading, both how it establishes scaffolding for the reading of a content-rich nonfiction text and how the Guidebooks can support your work in developing this scaffolding.

Reader's Circles

Reader's Circles:

A framework for supporting students in understanding complex text



10

Duration: 1 minute

Facilitator says: A Reader's Circle is essentially a framework for supporting students in moving through the layers of a text to understand its meaning. It is a priority in Louisiana for students to use sources regularly to learn content - this is the disciplinary literacy shift in knowledge that we experienced together in Module 4. Teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about content-area concepts.

Facilitator does: Gauge audience familiarity with Reader's Circles before moving on and explaining on the next slide.

Image Source: ELA Guidebooks

What Are Reader's Circles?



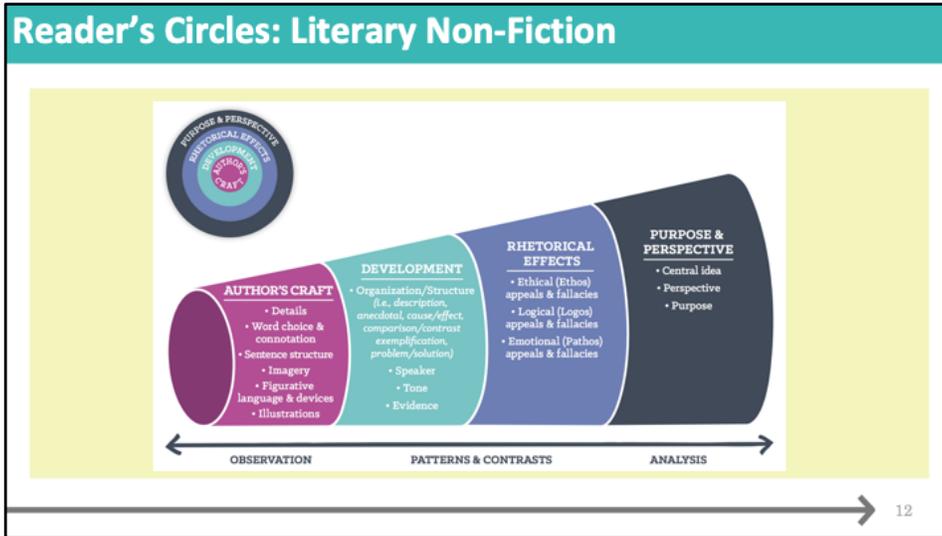
- Ways of breaking down the steps in the reading process to support students in reading and understanding complex texts
- Multiple readings of a text through a different lens
- Processes for making thinking explicit for students so they can transfer this process to texts they read on their own

Duration: 1 minute

● **Facilitator says:** The Reader's Circle process includes multiple reads (each with a different focus) of a short, complex text. Questions/tasks are text-dependent and designed to lead students to a new and deeper understanding of a highly complex text. The goal is that by revisiting specific lines and stanzas with a purpose and pushing for text evidence, students will have "lightbulb moments" about the meaning of complex texts. Although Reader's Circles live within the ELA Guidebooks, they are a cornerstone of effective disciplinary literacy instruction.

As we discuss these Reader's Circles, remember the two lenses for our thinking: reflect upon your own practice considering ways to refine your teaching—and, in terms of your mentee's practice, it might be helpful to take a diagnostic stance: What might I see in the classroom if a new teacher did not understand the importance of Reader's Circles?

Facilitator does: Paraphrase each bullet point on the slide, emphasizing that this process for close reading (through multiple reads, each through a different lens) is a key scaffold to building student content knowledge through the reading of complex texts.



Duration: 4 minutes

Facilitator says: The simplest explanation of Reader's Circles is that each layer informs the next. We can compare them to a telescope – they help the reader focus their lens as they read a text to ultimately see and uncover the true meaning of the text.

Facilitator does: Explain each layer of the graphic above, beginning with “author’s craft.”

Facilitator says:

- *Author's Craft:* As a reader, the first layer we observe is the actual words on the page—these are what the author provides. This is what the author has the most control over, thus it is a study of Author's Craft. As we read, our brains look for patterns and notice contrasts in the details and language of a text.
- *Development:* Each of these things come together and we begin, as readers, to draw some conclusions about those details and those words, which brings us to the next layer—Development, where we focus our attention on overall organization and structure, as well as the speaker's tone and evidence presented. Just like with Author's Craft, our brain is looking for patterns and contrasts, such as changes in speaker tone from the beginning of a text to the end—what do those changes mean? It is here where we begin to make meaning.
- *Rhetorical Effects:* That leads us to the next layer—Rhetorical Effects. This layer is where we, as readers, start to identify appeals and fallacies. This is where we determine modes of persuasion being employed - those dependent upon the character or credibility of the speaker, those that create an emotional response in the audience, and/or those that rely on reason supported by facts and figures. Again, we determine what is important based on what patterns and contrasts we see.
- *Purpose and Perspective:* As we work through those thoughts and make meaning from the text, this informs the outermost layer of the circles, Purpose and Perspective. In this layer, we, as readers, have the most control over the text. We determine the central idea and author's purpose or perspective (to teach us the central idea, to reveal some kind of point, to persuade us of some truth, or motivate us to action) based on the patterns and contrasts we've seen in each layer of the text.

Source: TL Summit presentation (shared by Louisiana Advisors)

Key Point: During Reader's Circles, students move through connected layers of a text. Each layer builds upon the last and provides a lens through which students can "observe" the text when working toward deep understanding. There are unique layers/process for each of the following: literary texts, literary nonfiction texts, and informational texts.

Image Source: ELA Guidebooks

Background Information for Facilitators:

Appeals: <http://examples.yourdictionary.com/examples-of-ethos-logos-and-pathos.html>

Aristotle used these three terms to explain how rhetoric works:

"Of the modes of persuasion furnished by the spoken word there are three kinds. The first kind depends on the personal character of the speaker [ethos]; the second on putting the audience into a certain frame of mind [pathos]; the third on the proof, or apparent proof, provided by the words of the speech itself [logos]. Persuasion is achieved by the speaker's personal character when the speech is so spoken as to make us think him credible."

- Ethos (sometimes referred to as an appeal to ethics), then, is used as a means of convincing an audience via the authority or credibility of the persuader, be it a notable or experienced figure in the field or even a popular celebrity.
- Pathos (appeal to emotion) is a way of convincing an audience of an argument by creating an emotional response to an impassioned plea or a convincing story.
- Logos (appeal to logic) is a way of persuading an audience with reason, using facts and figures.

Information about fallacies: <https://thebestschools.org/magazine/15-logical-fallacies-know/>

Three Reader's Circles Frameworks

The image displays three circular frameworks for different text types, each with a central circle and three outer segments. The frameworks are:

- Literary Texts:** The central circle is labeled 'READER'S CIRCLES | LITERARY TEXTS'. The outer segments are 'LITERARY EFFECTS' (top), 'LITERARY CONTEXTS' (bottom), and 'LITERARY ANALYSIS' (right). Below the diagram is the text 'Literary Texts'.
- Literary Non-Fiction:** The central circle is labeled 'READER'S CIRCLES | LITERARY NONFICTION'. The outer segments are 'Rhetorical Effects' (top), 'Rhetorical Contexts' (bottom), and 'Rhetorical Analysis' (right). Below the diagram is the text 'Literary Non-Fiction'.
- Informational Texts:** The central circle is labeled 'READER'S CIRCLES | INFORMATIONAL TEXTS'. The outer segments are 'Author's Craft' (top), 'Development' (bottom), and 'Structure & Organization' (right). Below the diagram is the text 'Informational Texts'.

At the bottom of the slide, there is a URL: <https://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning> and a citation: (LearnZillion, 2017). A large arrow points to the right at the bottom of the slide.

Duration: 1 minute

Facilitator says: There are different frameworks for different types of text:

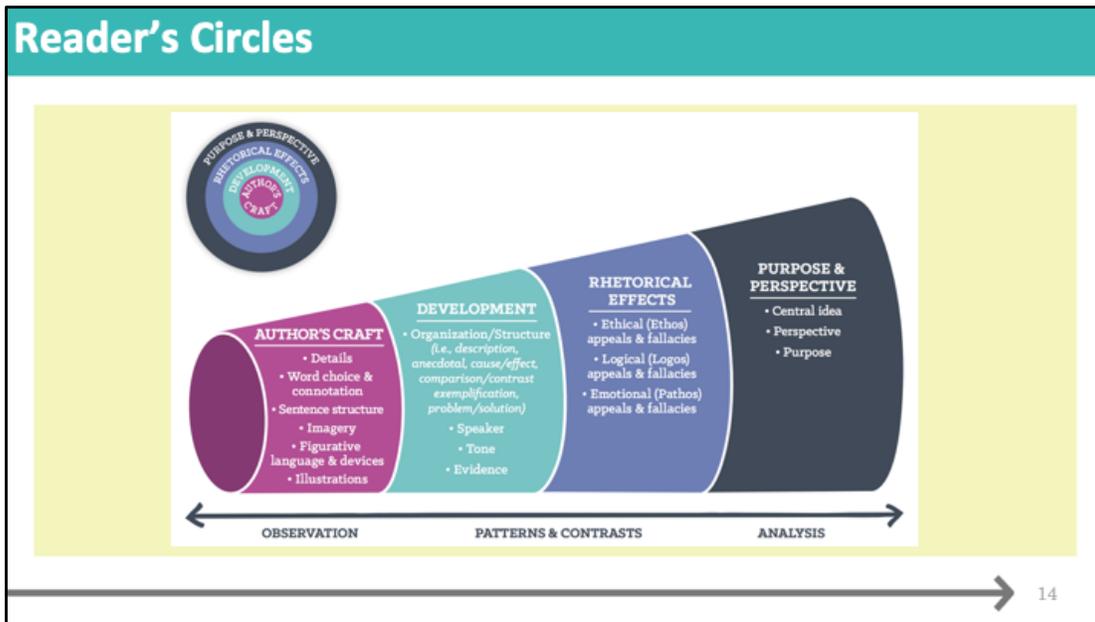
- Literary texts
- Literary non-fiction texts
- Informational Texts

Facilitator says: Please make sure you download these and become familiar with them! You will use Informational Text most often, but Literary Non-Fiction can be appropriately used with many primary source documents - there is an additional circle focused on rhetorical effects.

Facilitator does: Show participants how to access the Reader's Circles:
 Louisianabelieves.com => Classroom Support Toolbox => Tools to Support Teacher Instruction => Resources by Subject => K-12 ELA => Instructional Strategies
<https://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>

Image Source: ELA Guidebooks

Source: <https://learnzillion.com/resources/81666-english-language-arts-guidebook-units> Copyright © 2017 LearnZillion



Duration: 3 minutes

Facilitator does: Direct participants to review the Reader's Circles graphic in their handout on p. 5 and prompt them to think about how they would describe the Reader's Circles. Note that there is space in their note-catcher beneath the graphic to jot down some of their ideas because in a moment they will be sharing with a partner.

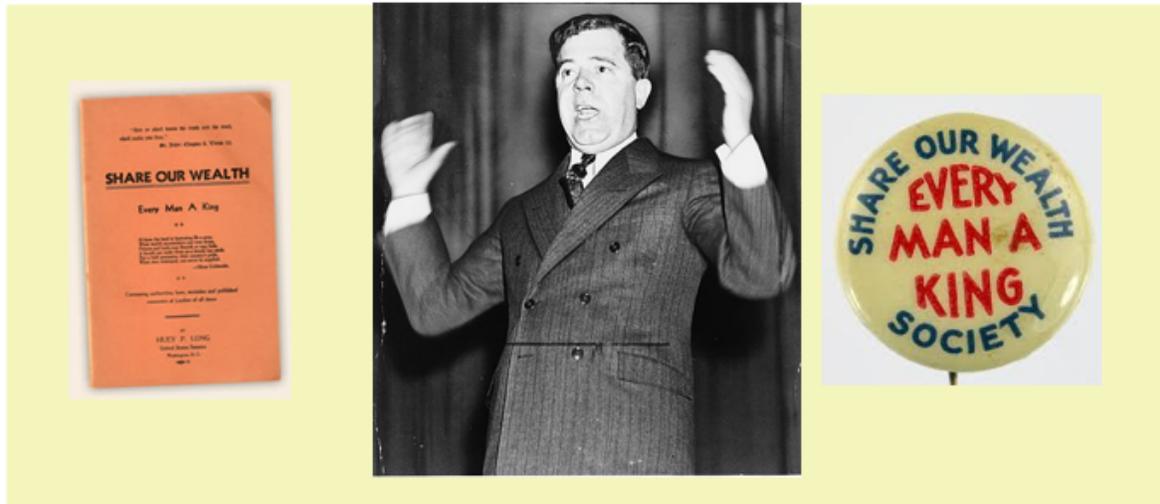
Facilitator says: Now turn and talk: What are Reader's Circles?

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

- The Reader's Circles are the approach taken in the ELA Guidebooks to close reading (helpful models are available there)
- Way of breaking down the steps in the reading process to support students in reading and understanding complex texts
- Students will engage in multiple readings of a text
- Each reading = a different lens
- Makes the thinking process explicit for students so they can transfer this process to texts they read on their own
- A move from literal to more abstract thinking
- Compare this to a telescope – helping the reader focus their lens as they read a text to ultimately see/uncover the true meaning of the text
- Makes the thinking process explicit for new teachers (mentees) as they work to grow their students' abilities as readers who are able to learn independently from complex text

Image Source: *ELA Guidebooks 2.0*

Zoom In: Huey Long's Share Our Wealth Plan



15

Duration: 1 minute

Facilitator says: We are going to experience the Reader's Circles with two text excerpts (from Huey Long's "Every Man a King" (**handout p. 6-7**) and a piece by Raymond Gram Swing in *The Nation* (**handout p. 8-10**), from the grade 8 Social Studies Scope and Sequence in the short time we have together today. Today we are going to toggle back and forth between putting on our student hat and our teacher hat. You will experience part of the Reader's Circles as a student and then immediately step out to analyze it from a teacher's perspective.

Remember that experiential learning is key to understanding our instructional choices from a student perspective. Taking the time to do—and provide—experiential learning experiences ensures that we understand how all the aspects of the disciplinary literacy shifts fit together to support student understanding of complex texts. This is important for you, as a mentor and teacher, but it will also be important for new teachers who may have experienced disciplinary literacy very differently when they were students.

Look for:

- Words/phrases that describe Long positively: cure all of our woes, save the people of America, vast amount of good for Louisiana, best stump/radio speaker, almost invincible mass appeal, direct, picturesque, amusing
- Words/phrases that describe Long negatively: plain dictator, punishes...with grim, relentless, efficient vengeance, dismissing him as a clown, attack, speak violently, pose as a misunderstood man

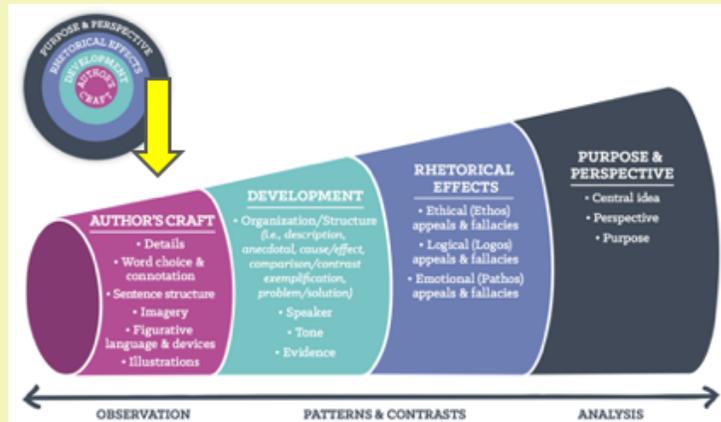
Source: Social Studies Sample Scope and Sequence Updated - Grade 8

<https://www.louisianabelieves.com/resources/library/k-12-social-studies-resources>

Image Source: Public Domain

Let's Discuss!

What did this journey through the first layer of the Reader's Circles help you understand about the text?



17

Duration: 3 min

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

Why is this important for new teachers? Where do you think they will struggle? How will you support them?

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

Look-fors: Long is described in both the most positive and most negative terms. It is clear that he is very powerful.

Image Source: ELA Guidebooks 2.0

Put on Your Student Hat

Discuss with a Partner:



- How does Long plan to “save the people of America”? What does the organization of Share Our Wealth societies reveal about Long’s plan?
- According to Swing, why is Long so successful?

18

Duration: 4 minutes

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

Facilitator does: Direct participants to these questions in their handout on **p. 11** and the space provided to recorded the notes from their discussion.

Look for:

- Share Our Wealth societies to guarantee all would have the necessities of life and fortunes would not be controlled by a very small minority; the people need to form these societies themselves in their communities, and Long will send the platform (including a copy of his autobiography) and explain the plan if “you do not understand it.”
- He is one of the most persuasive men living. Long’s political machine is very effective, as evidenced by his system of circulars in Louisiana. The simplicity of the movement is the secret to its success; the plan was conceived quickly to “convey to the unhappy people that he believes in a new social order in which the minimum of poverty is drastically raised, the rich somehow foot the bill through a capital levy.” It is not bogged down by the facts of economics.

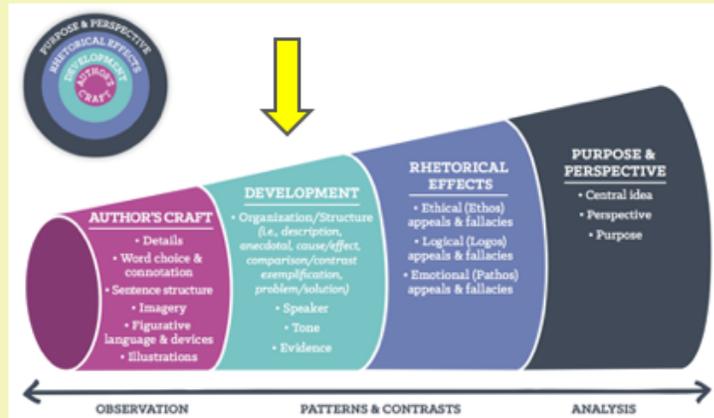
Source: Social Studies Sample Scope and Sequence Updated - Grade 8

<https://www.louisianabelieves.com/resources/library/k-12-social-studies-resources>

Image Source: Public Domain

Let's Discuss!

- How did this part of the journey build on your understanding from the first circle?
- What did this journey through the second circle help you understand about the text?



19

Duration: 4 minutes

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

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

Look for:

- In the first circle we attended to specific words and phrases used by the authors to help us understand Huey Long more deeply.
- This part of the journey builds because we begin to see the positive and negative impacts of Long's power.

Image Source: ELA Guidebooks 2.0

Put on Your Student Hat

Discuss with a Partner:



- On which appeals does Long rely most heavily (ethical, logical, emotional) to build support for his ideas?
- Where are fallacies evident?

Use evidence from the text to support your thinking!



Duration: 4 minutes

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

Facilitator does: Direct participants to these questions in their handout on **p. 11** and the space provided to record the notes from their discussion.

Look for:

- Emotional - loaded language "chained the country"; "Every man a king"; "people have it within their power to relieve themselves from this terrible situation"; "there should be a guaranty of a family wealth of around \$5,000; enough for a home, an automobile, a radio, and the ordinary conveniences, and the opportunity to educate their children"
- Logical - a small number of individuals control most of the wealth "scale down the big fortunes, that we may scatter the wealth to be shared by all of the people" (the logic of this is questioned by Swing) "more owned by 12 men than it is by 120 million people"; "10 men dominate the means of activity in at least 85% of the activities that you own"; "balance production with your consumption"
- Ethical - he is a man of God referencing Scripture "Scripture says...no country can survive, or for a country to survive it is necessary that we keep the wealth scattered among the people, that nothing should be held permanently by any one person..."

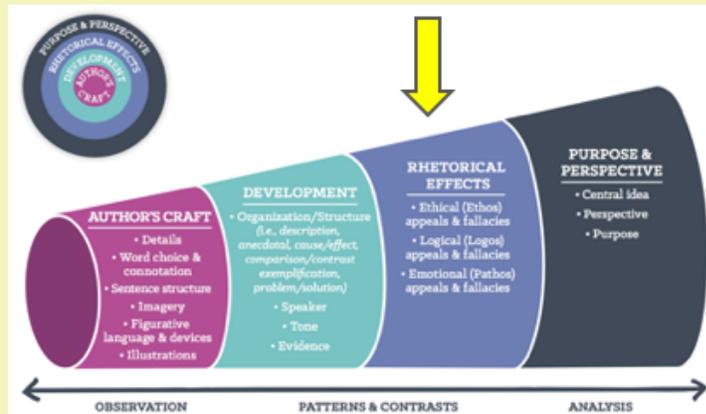
Source: Social Studies Sample Scope and Sequence Updated - Grade 8

<https://www.louisianabelieves.com/resources/library/k-12-social-studies-resources>

Image Source: Public Domain

Let's Discuss!

- Where are we now in our journey through the Reader's Circles?
- How does this lens help you deepen your understanding of the text?



21

Duration: 4 minutes

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

Facilitator says: Now let's consider what you might observe in the classroom if a new teacher skipped directly to the effects level. How might students' ability to analyze at the effects level be compromised? What might this look like to an observer?

Look for:

- We are in the third circle (Rhetorical Effects), and we know because the question is prompting us to think about appeals and fallacies in the text.
- By analyzing the appeals and fallacies within the texts, we are set up to access the texts' central ideas and more deeply understand the impact of a complex human being.

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

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

Put on Your Student Hat

Analyze this Quote:



“One does not understand the problem of Huey Long or measure the menace he represents to American democracy until one admits that he has done a vast amount of good for Louisiana.”

Discuss:

Why was Long such a controversial political figure? How was he a “problem or menace?” What “good” did he accomplish?

22

Duration: 4 minutes

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

Facilitator does: Direct participants to these questions in their handout on **p. 11** and the space provided to record the notes from their discussion.

Look for:

- The quotation reveals the complexity of Huey Long - a man who made positive changes and was a voice for the common man yet accomplished much of what he did because he was an extremely persuasive speaker who appealed to the unhappy masses. He was short on actual details and ‘long’ on crowd appeal. And, he “punished” opponents relentlessly and efficiently. He espoused democratic ideals yet in reality was a dictator in Louisiana. Evidence will vary, but all claims must be supported by details or quotes.

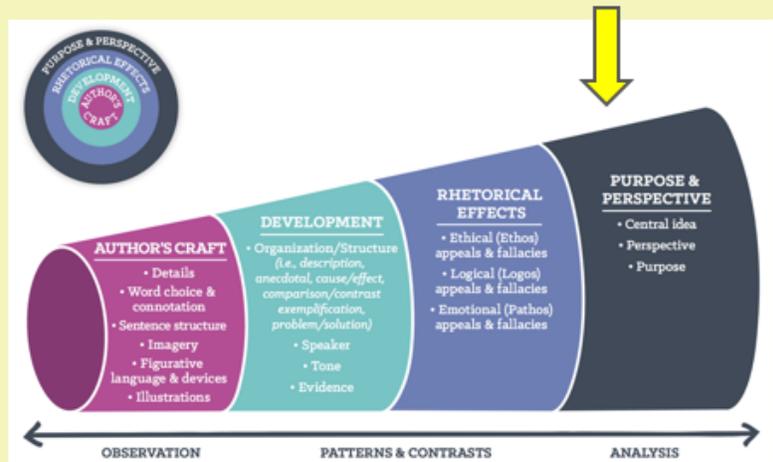
Source: Social Studies Sample Scope and Sequence Updated - Grade 8

<https://www.louisianabelieves.com/resources/library/k-12-social-studies-resources>

Image Source: Public Domain

Let's Discuss!

- How does this question bring us to the 4th circle?
- How has our journey helped us arrive at the central idea of this text?



23

Duration: 5 minutes

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

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

Look for:

- This question brings us to the 4th circle because it pushes us to think about the text's broader meaning.
- The first layer was critical because without a literal understanding of the authors' words, we cannot analyze deeper meaning. Our analysis, through the lens of two perspectives, of Long's character, his actions, and the rhetorical appeals upon which he relied, helped us arrive at this central idea by giving us the opportunity to understand what made Long so successful and, as a result, the ability to look beneath his rhetoric.
- **Facilitator says:** And again, consider what you might see, in terms of student behavior, if a new teacher either skipped directly to questions about meaning or skipped there too quickly. Turn and talk to a partner about what you might observe.

Image Source: ELA Guidebooks 2.0

What Does This Look Like in Your Classroom?



- Students can be taken on a “journey through the circles” to help them build a strong understanding of complex texts.
- **The journey doesn’t always have to look the same!**
- Sometimes this journey happens over the course of a few or several lessons.
- Sometimes it happens over the course of an entire unit.

24

Duration: 3 minutes

Facilitator says: Although it will look different depending on the grade level and text, students should always be taken on a “journey through the circles” to help them build strong understanding of the complex text they are reading.

You might be wondering...will the journey always look the same?

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

Facilitator says: NO.....The journey through the Reader’s Circles will look different. That will depend on:

- the grade level
- the text itself
- the purpose for reading the text

Facilitator says: You may see this journey unfold over a few or several lessons, or even over the course of an entire unit when it comes to the anchor text. It’s important to point out that you won’t necessarily see this journey from start to finish (i.e. moving through all 4 circles) in a single lesson! Many texts are worthy of multiple reads and multiple lessons, so you could structure this journey to unfold throughout a sequence of lessons.

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

Assessment Connection: The Reader’s Circle framework is an excellent tool to apply as you construct text sets and/or adapt high quality materials to meet student needs.

Image Source: ELA Guidebooks 2.0

Capture Your Learning

- What are the Reader's Circles and how do they support building understanding of complex text?
- How might you apply Reader's Circles in your setting?
- What is essential for new teachers to know about use of Reader's Circles, and how will you develop this understanding?
- How will this understanding affect their classroom instruction?

25

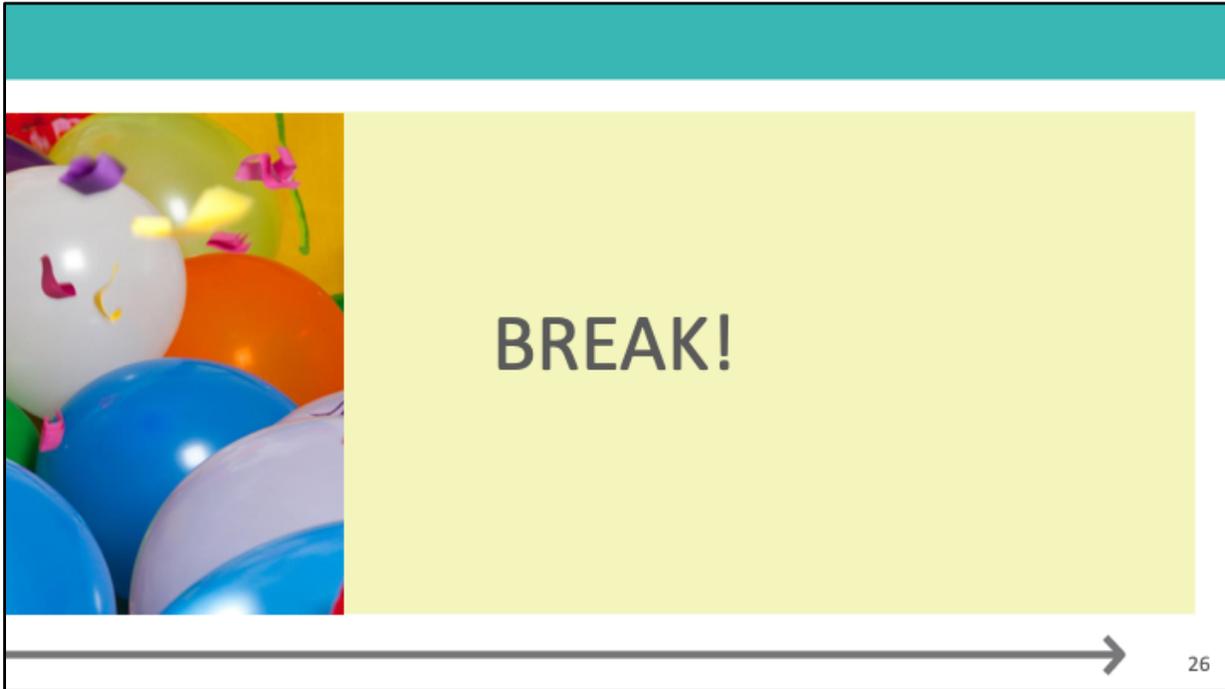
Duration: 7 minutes

Turn it back to reflection on the MT role here before going back into content in the next section.

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

The first two questions ask you to capture your own learning, while the last two ask you to put your mentor hat on and consider what's most important for new teachers to know. How will you help them understand this? What might students experience if their teacher doesn't understand the Reader's Circle approach?

Facilitator does: Direct participants to their handout on **p. 12-13**, where they have space to "capture their learning" from today's session. Provide time for participants to record their thinking in response to the questions on the slide.



SECTION START: 10 am

- **Duration:** 15 minutes

Informative/Explanatory Writing

- **Duration:** 1 minute
- **Facilitator says:** Now, let's transition to informative/explanatory writing.

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?

Duration: 5 minutes

Facilitator does: Review directions/prompts and have participants think-pair-share. There is space in their handout on p. 14 to record their thinking. If time allows, invite 1-2 participants to share out.

Facilitator says:

In this next section, we will

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



**Opinion/
Argument
Writing**

**Informative/
Explanatory
Writing**

**Narrative
Writing**

29

- **Duration:** 15 seconds
- **Facilitator says:** There are 3 types of writing that we ask students to do. To consider how the Standards scaffold, and state resources support, our teaching of writing in the content areas, we'll zoom in on Informative/Explanatory writing
- **Facilitator does:** Click to reveal red circle.
- **Facilitator says:** Let's start by taking a closer look at how this type of writing lives in the standards...beginning with the anchor standard.

Anchor Standard W.2

Write **informative/explanatory** texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Our Guiding Questions:

What does informative writing look like across grades K-12?

How does this standard build across the grade levels?

30

- **Duration:** 1 minute
- **Facilitator says:** Remember that this is the “anchor standard” for informative explanatory. All of the grade specific standards for Informative/Explanatory writing are “anchored” in this **high school standard** . The standard for informative/explanatory writing at every grade was designed backward from this final goal.
- **Facilitator does:** Read aloud the standard or invite a participant to read it aloud for the group. Then click to reveal the text box and pose the guiding questions that we are going to explore in the next activity.
- **Facilitator says:** We are going to start by looking at student writing and then look at standard progressions to consider how the skills are built.
- **Note:** these guiding questions are just to frame the next section of our learning – they are not meant to be answered on this slide.

How Does Your Garden Grow?

Purpose:

- To identify the core elements of informative/explanatory writing.
- To trace a developmental progression in writing.
- To refine and deepen understanding of grade level expectations in the LSS.



31

- **Duration:** 30 seconds
- **Facilitator says:** To answer our guiding questions, we are going to engage in an activity called “How Does Your Garden Grow?” In this exercise, you will compare student pieces within a grade cluster and note the similarities and differences in order to deepen your understanding of grade level expectations in the LSS.
- **Image Source:**
 - This image is in the public domain
 - <https://pixabay.com/en/sapling-plant-growing-seedling-154734/>

Writing Samples and Procedure

6-12

What effect did the
Great Depression
have on people who
lived through it?

Work with a Partner

- Read each writing piece
- Stop after each to discuss and note your observations on the recording sheet

32

- **Duration:** 30 seconds

Facilitator says: The pieces in the grade-level packet have been written to a uniform prompt purposefully designed to produce student pieces in the same writing type, on the same topic, across a range of grade levels. Analyzing these pieces can help you distill the core elements of each writing type and gain a better understanding of expectations at each grade level.

Note: While all students read texts prior to completing this task, it's important to point out that these are "cold tasks" – students were not guided through the writing process, but engaged in independent writing in response to the task.

Let's Get Started!



(Vermont Writing Collaborative, 2017)

1. **Read sample #1.** What elements of effective writing are evident? Talk with your partner!
2. **Read the next piece.** Record similarities and differences between this piece and the first on your recording sheet.
3. **Repeat.** Be sure to capture your thinking on the record sheet as you work through the samples.
4. **Synthesize** your observations across grade-levels

33

- **Duration:** 20 minutes
- **Facilitator says:** Here's how it's going to work...
- **Facilitator does:** Review steps.
- **Facilitator says:** For this activity, you need your *How Does Your Garden Grow?* Protocol and Recording Sheet as well as a packet of student work (6-12 set) (protocol is on p. 15; student work samples are on p. 16-19 for 6-12)
- **Facilitator does:** Point participants to all of the materials they will need for this activity. Give participants a moment to review the materials. Pause here to ask if there are any questions about the task before we begin.
- **Facilitator says:** To summarize, you are going to read the student samples, and look for, and record, specific differences as you move up through the grade levels. ***The pieces were chosen based on the rhetorical effectiveness of the piece, not on conventions (grammar, punctuation, etc.). So, when you are looking for differences between pieces, it's important to focus on what the student has to say and how she says it, not on conventions like grammar, punctuation and capitalization.***
- **Facilitator says:** You will work with a partner to read each piece and summarize the key differences as you move up through the grade levels on the *How Does Your Garden Grow? Recording sheet*. After a few pieces, you should start to see some similarities as well. These can be noted in the right hand column. At this point, just make your own observations – don't refer to the standards just yet. That's coming later!
- **Facilitator does:** Provide 18 minutes of work time and circulate to support as needed.
- **Source:** Vermont Writing Collaborative. (2017). Projects & Resources. Retrieved from <http://www.vermontwritingcollaborative.org/WPDEV/projects-and-resources/>

Let's Discuss!

What did you notice?

What were the common elements at all grade levels?

34

- **Duration:** 6 minutes
- **Facilitator does:** Facilitate whole group debrief.
- **Look for:**
 - Commonalities (at all grade levels) should include:
 - 1. A clear “big idea” or focus
 - 2. Supporting evidence
 - 3. Linking words
 - 4. A conclusion

The Writing Progressions

GUIDEBOOKS 2.0 **WRITING PROGRESSIONS** **LOUISIANA DEPARTMENT OF EDUCATION**

This chart identifies the writing skills students should demonstrate proficiency with in each grade level. Each grade builds on the previous grade. Teachers should reinforce the skills from the earlier grades while focusing their teaching on the skills new to the grade level.

Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth/Tenth Grade
WRITING FEATURES: LITERATURE OR ARGUMENT WRITING							
<p>Opinion paragraph Provide opinion with reasons</p> <ul style="list-style-type: none"> Introduce a topic or issue and state an opinion. Supply reasons that support the opinion. Use linking words such as because, and, and also. Provide a concluding statement or section. 	<p>Multiparagraph opinion essay on topic or issue Develop a point of view with reasons and information</p> <ul style="list-style-type: none"> Develop a point of view on a topic or issue with reasons (WR.3.1) Create an organizational structure for reasons (WR.3.2) Use linking words and phrases such as therefore, also, and for example (WR.3.3) Link opinions and reasons using words and phrases such as for instance, in other words, and in addition (WR.3.4) Provide a conclusion that relates to the opinion for writing (WR.3.5) 	<p>Multiple paragraph Develop claims with clear reasons and relevant evidence</p> <ul style="list-style-type: none"> Logically group ideas to support the purpose (WR.4.1) Provide logically ordered reasons that are supported by facts and details (WR.4.2) Link opinions and reasons using words, phrases, and clauses such as consequently and specifically (WR.4.3) 	<p>Multiple (claim) and support the reasons and evidence clearly (WR.5.1)</p> <ul style="list-style-type: none"> Support (claim) with clear reasons and relevant evidence (WR.5.2) Use credible sources (WR.5.3) Demonstrate understanding of the topic or text (WR.5.4) Use words, phrases, and clauses to clarify the relationships among (claim) and reason (WR.5.5) Establish and maintain a formal style (WR.5.6) Provide a conclusion that follows from the argument presented (WR.5.7) 	<p>Acknowledge alternative or opposing claims and evidence logically (WR.6.1)</p> <ul style="list-style-type: none"> Organize reasons and evidence logically (WR.6.2) Support (claim) with logical reasoning and relevant evidence (WR.6.3) Use accurate and credible sources (WR.6.4) Use words, phrases, and clauses to create evidence (WR.6.5) Provide a conclusion that supports the argument presented (WR.6.6) 	<p>Distinguish the (claim) from claims or opposing claims (WR.7.1)</p> <ul style="list-style-type: none"> Use words, phrases, and clauses to clarify the relationships among (claim), counterclaims, reasons, and evidence (WR.7.2) Use words, phrases, and clauses to link the major sections of the text (WR.7.3) Use words, phrases, and clauses to link the major sections of the writing (WR.7.4) Establish and maintain a formal style and an appropriate tone which attending to the context and conventions of the discipline (WR.7.5) 	<p>Agreement writing Develop claims using valid reasoning and relevant and sufficient evidence</p> <ul style="list-style-type: none"> Create an argument that analyzes the relationship among claims, counterclaims, reasons, and evidence (WR.8.1) Develop (claim) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in support of their positions (WR.8.2) Use words, phrases, and clauses to link the major sections of the text (WR.8.3) Establish and maintain a formal style and an appropriate tone which attending to the context and conventions of the discipline (WR.8.4) 	

(LearnZillion, 2017)

Review The Writing Progressions document

- What do you **notice** about how this document is organized?
- What do you **wonder** about how this document is organized?

35

- **Duration:** 3.5 minutes
- **Facilitator says:** Now let's return to the standards. In this session we are going to look at a different document, called "The Writing Progressions." This doc is organized a little bit differently than the one we looked at in the previous session, and you may notice that it looks very similar to the chart you just completed in this activity.
- Please take 3 minutes to examine the chart before we dive in, jot down observations about how the chart has been organized and note any questions you have about the organization (handout, page 19.)
- **Facilitator does:** Point participants to the document in their handouts. Provide a few minutes of independent review time, then invite participants to share their observations with a partner and/or with the whole group (circulate while they review to see if there are key observations or questions you want to draw out for the whole group).

NOTE – WRITING PROGRESSIONS DOC WILL BE SEPARATE HANDOUT FROM MAIN HANDOUT.

Source: English Language Arts LearnZillion Writing Progressions Chart. (2017). Retrieved from <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/writing-progressions.pdf?sfvrsn=2>

You May Have Noticed...

GUIDEBOOKS

2.ELA

WRITING PROGRESSIONS

DEPARTMENT of
EDUCATION
Louisiana Believes

- Contains one page for each writing type: Opinion/Argument, Informative Explanatory and Narrative
- Identifies the writing skills students should demonstrate proficiency with at each grade level.
- Each grade builds on the previous grade.
- Teachers should reinforce the skills from the earlier grades while focusing on the skills new to the grade level.

36

- **Duration:** 30 seconds
- **Facilitator says:** Here are some things you may have noticed when reviewing the progression chart...
- **Facilitator does:** Quickly review key points about the progression chart; spend more or less time here depending on what participants shared on the previous slide.

Zoom In → Standard W.2

Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth/Tenth Grade
WRITING STANDARD: INFORMATIVE OR EXPLANATORY WRITING							
Explanatory paragraph Provide points with facts and details	Multiparagraph informative/explanatory essay Examine a topic Convey ideas and information clearly			Multiparagraph informative/explanatory essay Examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content			Multiparagraph informative/explanatory essay Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
<ul style="list-style-type: none"> Introduce a topic (W.2.1) Use facts and definitions to develop points (W.2.2) Provide a concluding statement or section (W.2.3) 	<ul style="list-style-type: none"> Group related information together (W.3.1) Include illustrations when useful (W.3.2) Develop topic with facts, definitions, and details (W.3.3) Connect ideas within categories (W.3.4) Use linking words and phrases such as also, another, and moreover (W.3.5) 	<ul style="list-style-type: none"> Group related information together (W.4.1) Include headings and subheadings when useful (W.4.2) Develop topic with general ideas and relevant information (W.4.3) Use linking words and phrases such as for example, also, and because (W.4.4) Use precise language and domain-specific vocabulary to inform about or explain the topic (W.4.5) Provide a conclusion that relates to the information or explanation (W.4.6) 	<ul style="list-style-type: none"> Introduce a topic clearly (W.5.1) Provide a general observation and focus which includes the purpose for writing (W.5.2) Group related information logically based on the purpose (W.5.3) List ideas within and across categories of information using words, phrases, and clauses such as in contrast, and especially (W.5.4) 	<ul style="list-style-type: none"> Use organizational strategies (e.g., definitions, classifications, comparisons, contrast, cause-effect) (W.6.1) Include graphics such as charts and tables when useful (W.6.2) Develop the topic with relevant support (W.6.3) Use appropriate transitions to clarify the relationships among ideas and concepts (W.6.4) Establish and maintain a formal style (W.6.5) Provide a conclusion that follows from the information or explanation presented (W.6.6) 	<ul style="list-style-type: none"> Preview what to follow (W.7.1) Use appropriate transitions to create cohesion (W.7.2) Provide a conclusion that supports the information or explanation presented (W.7.3) 	<ul style="list-style-type: none"> Organize ideas, concepts, and information into broader categories (W.8.1) Develop the topic with well-chosen support (W.8.2) 	<ul style="list-style-type: none"> Organize complex ideas, concepts, and information to make important connections and distinctions (W.9-10.1) Include graphics such as figures and tables when useful (W.9-10.2) Develop the topic with well-chosen and sufficient support appropriate to the audience's knowledge of the topic (W.9-10.3) Use appropriate and varied transitions to link the major sections of the text (W.9-10.4) Establish and maintain a formal style (W.9-10.5) Provide a conclusion that articulates implications or the significance of the topic in the discipline (W.9-10.6)

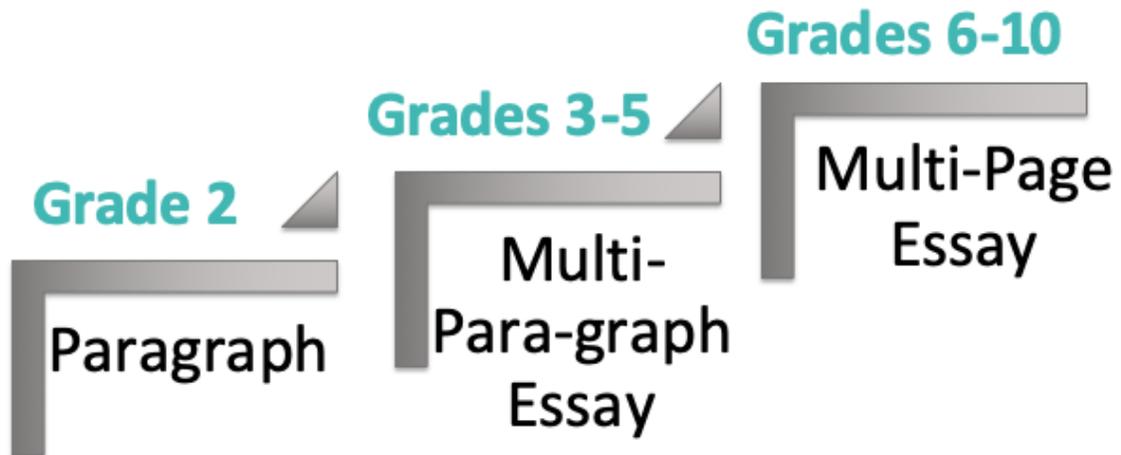
(LearnZillion, 2017)

- **Study** the top row
- **Look for:** What changes in length and complexity do you see across grade-levels?

- **Duration:** 1.5 minutes
- **Facilitator says:** Let's take a closer look at Informative Writing (Standard W.2), in your handout. As you examine it, remember that you wearing two hats: your teaching hat and your mentor hat. So consider how this document informs (or could inform) your own teaching, but also consider how you might use it to help a novice teacher.
- **Facilitator does:** Direct participants to turn to page 2 of their progression doc.
- **Facilitator says:** Notice that the grade levels run across the top, followed by the writing type: Informative/Explanatory. Right now, let's focus on this row, which describes the changes in the length and complexity of pieces across grade levels. Take a moment to review this row and look for the changes in both length and complexity across the grade-levels.
- **Note:** Do not debrief on this slide – that happens on the next two slides.

Source: English Language Arts LearnZillion Writing Progressions Chart. (2017). Retrieved from <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/writing-progressions.pdf?sfvrsn=2>

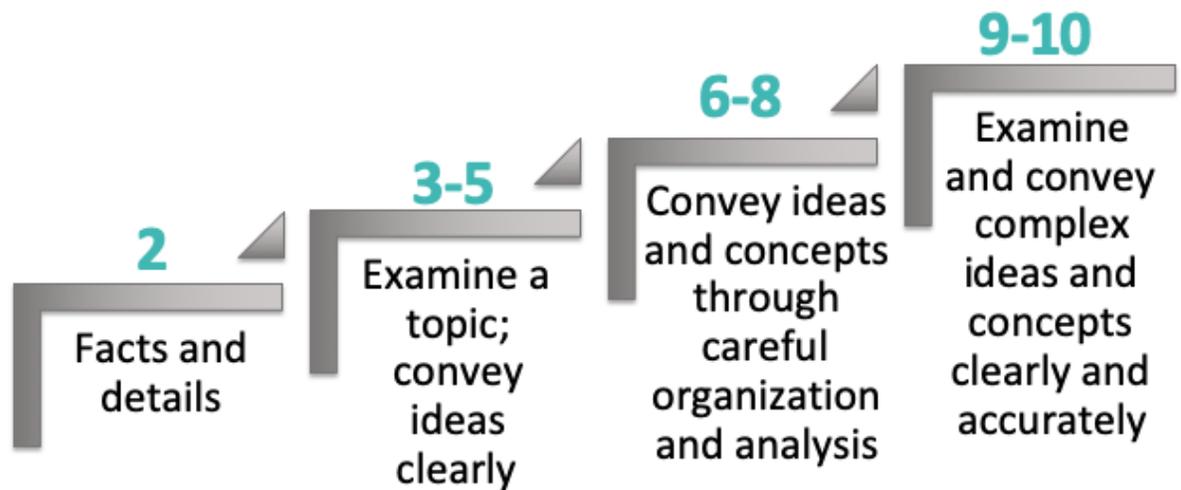
Increase in Length



38

- **Duration:** 1 minute
- **Facilitator says:** What do you notice about the changes in length across the grades?
- **Facilitator does:** Invite participants to share what they observed. Then click to reveal image. Clarify/expand as needed depending on what people shared (handout, p. 20).
- **Facilitator says:** Notice that the length of the writing expected increases from a paragraph in grade 2 to a multi-paragraph essay in the upper elementary grades to a multi-page essay in middle and high school. Of course, the length of a piece at any grade level will vary based on factors like the purpose of the piece and the time allotted. But this chart shows a general progression on full writing pieces, as students move up through the grade levels.

Increase in Complexity



39

- **Duration:** 1 minute
- **Facilitator says:** What do you notice about the changes in complexity across the grades?
- **Facilitator does:** Invite participants to share what they observed. Then click to reveal image. Clarify/expand as needed depending on what people shared. (handout p. 20)

Bringing the Progression to Life

Reread the 8th grade writing sample (“Dignity and Hope”)

Discuss: How well does this piece match the descriptors in the writing progression for **length and complexity of thinking?**

- **Duration:** 6 minutes
- **Facilitator says:** Now let’s bring the progressions to life by going back to the student work we examined earlier. For this exercise, you will select the grade-level writing sample that you’ve already read from your packet. Take a moment to review this sample again and then work with a partner to cross-check this sample with the standard progression document in order to answer this question: How well does this piece match the descriptors in the writing progression for **length and complexity of thinking?**
- **Facilitator does:** Provide time for participants to discuss and work with a partner, then invite participants to share with the whole group. (handout p. 20)
- **Sample Look Fors:**
 - **(8th Grade Sample)** At 1.5 pages, the piece partially meets the length requirement of a “multipage essay.” The writer selects information evidence and information carefully to convey her point that the Great Depression “crushed” Americans’ “wallets” and “spirit,” “leaving Americans economically and mentally drained.” The writer’s organization of ideas and analysis of the Great Depression’s impact on people using details from two texts matches the descriptor for complexity of thinking.

Zoom In → Grade Level Descriptors

Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> • Introduce a topic (W.2.2) • Use facts and definitions to develop points (W.2.2) • Provide a concluding statement or section (W.2.2) 	<ul style="list-style-type: none"> • Group related information together (W.3.2a) • Include illustrations when useful (W.3.2a) • Develop topic with facts, definitions, and details (W.3.2b) • Connect ideas within categories (W.3.2c) • Use linking words and phrases such as <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, and <i>but</i> (W.3.2c) 	<ul style="list-style-type: none"> • Group related information together in paragraphs/ sections (W.4.2a) • Include headings and multimedia when useful (W.4.2a) • Develop topic with quotations or other related information or examples (W.4.2b) • Use linking words and phrases such as <i>for example</i>, <i>also</i>, and <i>because</i> (W.4.2c) • Use precise language and domain-specific vocabulary to inform about or explain the topic (W.4.2d) • Provide a conclusion that relates to the information or explanation (W.4.2e) 	<ul style="list-style-type: none"> • Introduce a topic clearly (W.5.2a) • Provide a general observation and focus which includes the purpose for writing (W.5.2a) • Group related information logically based on the purpose (W.5.2a) • Link ideas within and across categories of information using words, phrases, and clauses such as <i>in contrast</i>, and <i>especially</i> (W.5.2c)

- **Study** the other descriptors for that grade level

41

- **Duration:** 1.5 minutes
- **Facilitator says:** Now let's move down to the next section of the chart to look at the descriptors of informative/explanatory writing listed under each grade level. Remember that, much like the progression you recorded on the left hand column on your own recording sheet, each column describes only the differences in the standard at each grade level. **Each grade builds on the previous grade and teachers should reinforce the skills from the earlier grades while focusing their teaching on the skills new to the grade level.**
- **Facilitator does:** Review directions and have participants study the descriptors for the grade-level writing sample they just chose to focus on in the in previous slide (handout p. 21).

Source: English Language Arts LearnZillion Writing Progressions Chart. (2017). Retrieved from <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/writing-progressions.pdf?sfvrsn=2>

Bringing the Progression to Life

- **Cross-check** the student writing for that grade with the grade-level descriptors on the progression chart.
- **Discuss and Record:** What evidence do you see of these descriptors in the student's writing?

42

- **Duration:** 7 minutes
- **Facilitator says:** Let's once again try to bring the progressions to life and make connections between what you might see in the classroom and the descriptors in the progression.
- **Facilitator does:** Review the directions and provide work time.
- **Note:** Participants should work with their same partners from the previous activity. If time allows, invite participants to share out specific examples with the whole group (one from the 6-8 band and one from HS)

The Writing Progressions: Key Points

This chart identifies the writing skills students should demonstrate proficiency with in each grade level. Each grade builds on the previous grade. Teachers should reinforce the skills from the earlier grades while focusing their teaching on the skills new to the grade level.

Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth/Tenth Grade
Opinion paragraphs Provide opinion with reasons	Multiparagraph opinion essay on topic or text Develop a point of view with reasons and information	Logical group ideas to support the purpose Provide logically ordered reasons that are supported by facts and details	Introduce (claim) and support the reasons and evidence clearly	Introduce (claim) and support the reasons and evidence clearly	Use words, phrases, and clauses to create coherence	Use words, phrases, and clauses to create coherence	Use words, phrases, and clauses to create coherence

(LearnZillion, 2017)

- Each grade builds on the previous grade.
- A coherent picture, not isolated skills: An effective writer weaves these components together to make meaning.

- **Duration:** 30 seconds
- **Facilitator says:** As we wrap up this session, I just want to emphasize a few key points about these writing progressions...
- **Facilitator does:** Click to reveal and explain each bullet.
 - Each grade builds on the previous grade: This means that teachers should reinforce the skills from the earlier grades while focusing their teaching on the skills new to the grade level. In reality, every child will have mastered these skills to a different degree, and every child needs constant practice in all skills like reading, writing cannot be effectively taught through isolated skill lessons. Each writing task in the Guidebooks offers opportunities for students to bring together the cumulative skills they have learned in order to express understanding of a topic or text.. Working within the authentic context of a full writing piece will ensure that students have the opportunity they need to grow, and to strengthen their writing. An effective writer weaves these components together to make meaning.

Facilitator does: Emphasize the components listed for your grade level in the context of a complete, meaningful paragraph or essay. The components of a piece cannot be taught in isolation.

Capture Your Learning

What are the key elements of Informative/Explanatory writing at:

all grade levels?

your grade level?

How will understanding the progressions support a novice teacher in both holding appropriate expectations and understanding how to support students?

44

Duration: 6 minutes

Facilitator says: Before we wrap up, it's important that we summarize and capture learning from today's session. Please take a few moments to reflect on this prompt and record your responses in the space provided in your handout on p. 22

Facilitator does: Direct participants to their handouts, where they have space to "capture their learning" from today's session. Provide time for participants to record their thinking in response to the prompt. If time allows, invite people to share.

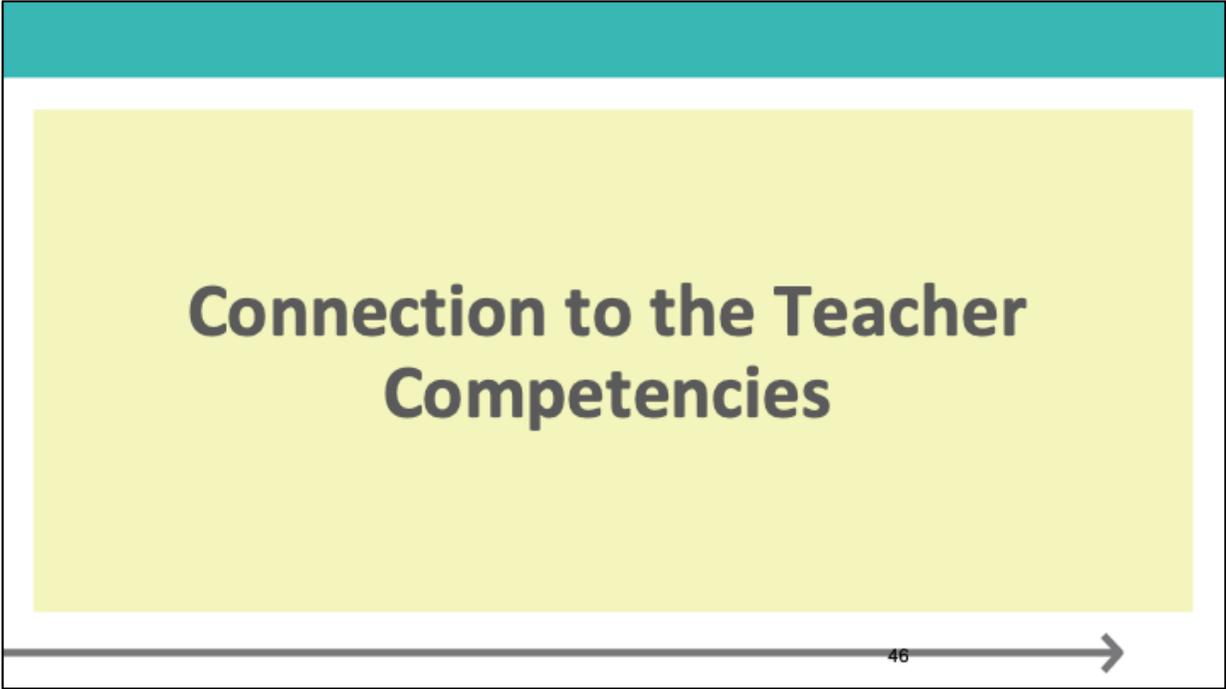
Morning Content: Key Takeaways

The reader's circles support close reading that leads to comprehension of complex, grade-level texts.

Writing makes student thinking visible, and the Informative/Explanatory Writing Progressions empower content teachers to facilitate student growth in writing length and complexity.



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



Connection to the Teacher Competencies

46

SECTION START: 11:05

- **Duration:** 30 seconds
- **Facilitator says:** Let's take a few minutes to see where this content appears in the Competencies you are helping your mentee develop.

Teacher Competencies

- Examine the General and Disciplinary Literacy Teacher Preparation Competencies (pp. 3 & 10) and note alignment between the competencies and
 - close reading
 - writing to make make thinking visible
- Where in the competencies are these practices evident?
- Be ready to explain.

47

- **Duration:** 10 minutes
- **Facilitator says:** Pull out your Teacher Preparation Competencies document. PARTNER UP. Together, you will examine the General and Disciplinary Literacy Teacher Preparation Competencies. Your task is to identify specific competency areas where the practices we've learned about this morning are evident.
- **Facilitator does:** Give participants time to review the literacy competencies. Then solicit sharing from participants.
- **Note:** If any participants do not have their teacher preparation competencies with them, they can access them on <https://www.louisianabelieves.com/>

Documenting Our Work for the Assessment

You may find our morning learning helpful with the Developing Content-Rich Text Sets assessment.

Please open your BloomBoard account.



Developing Content-Rich
Text Sets

Started

Duration: 30 seconds

Facilitator does: Read the slide.

Developing Content-Rich Text Sets Domain Tasks

As a table group read through the tasks for *Developing Content-Rich Text Sets* and the *Demonstrates* level of each rubric, pointing out noticings about the requirements, brainstorming possible units and key ideas, and taking notes of important or useful ideas and insights.

49

Duration: 1 minute for the slide + approximately 24 minutes of work time, depending on pacing

Facilitator does: Read the slide and tell the participants they'll have about 35 minutes of work time to review the tasks in this domain. After reviewing the tasks as a table group, they may elect to work on this domain or work on any other domain tasks they have in progress. Remind them that they have access to the expertise and experience of others right now.

Use Your Time Wisely

- Begin working on Expressing Understanding through Writing tasks.
- Continue working on a task previously begun.
- Seek advice or ask questions about assessment tasks.
- Draft, revise, or seek feedback on assignment submissions.



Facilitator does: Show this slide during work time and encourage participants to use the time to work on micro-credential submissions. Remind them of their district's expectation (and need) for them to become certified as a mentor.

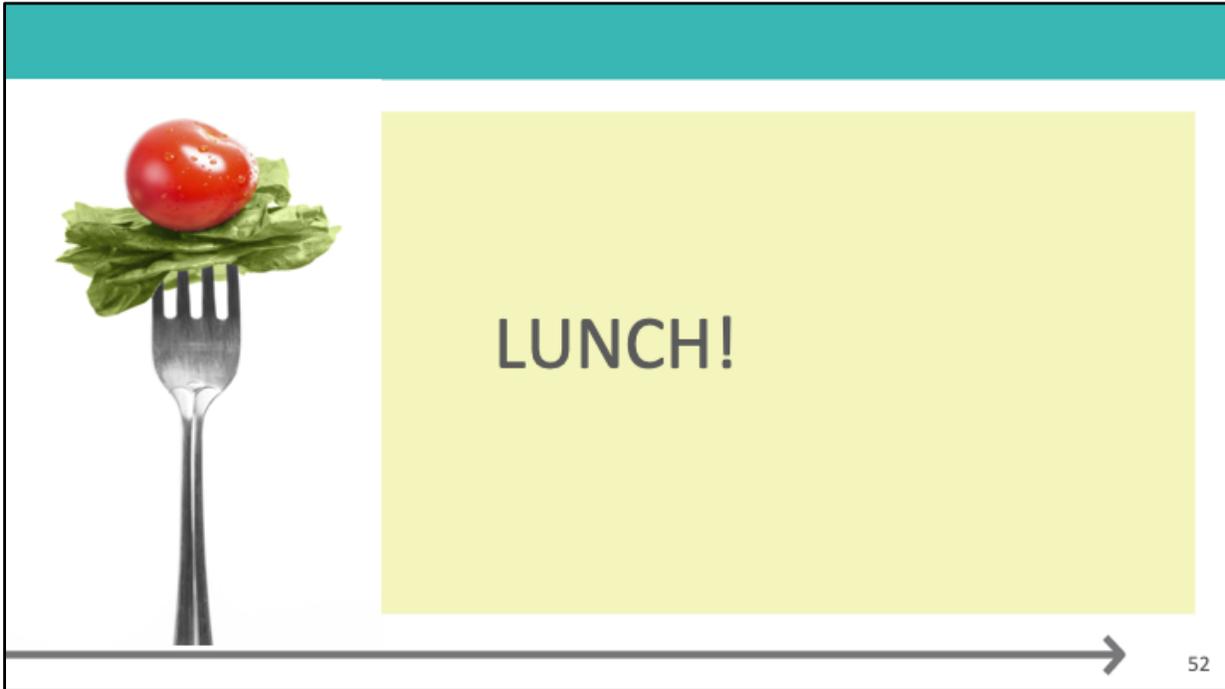
Before Lunch...

- 4 Charts are posted around the room:
 - I've completed all of my assessments!
 - I've completed at least 1 assessment!
 - I've submitted some work or have work in progress!
 - I haven't started submitting work!
- Put your name on a sticky note & place on a chart on your way to lunch!

Duration: 5 minutes

Facilitator says: On your way to lunch we have a task for you to complete. We have hung 4 posters around the room with the designated titles, **read slide**. The reason for this activity is because we want to identify some different folks in the room who are at different points in the assessment process. This will help us better prepare for an activity we plan on doing at the start of module 9 tomorrow. So write your name on a sticky note and place your sticky on the chart that best corresponds with where you are in the assessment process. Have a good lunch!

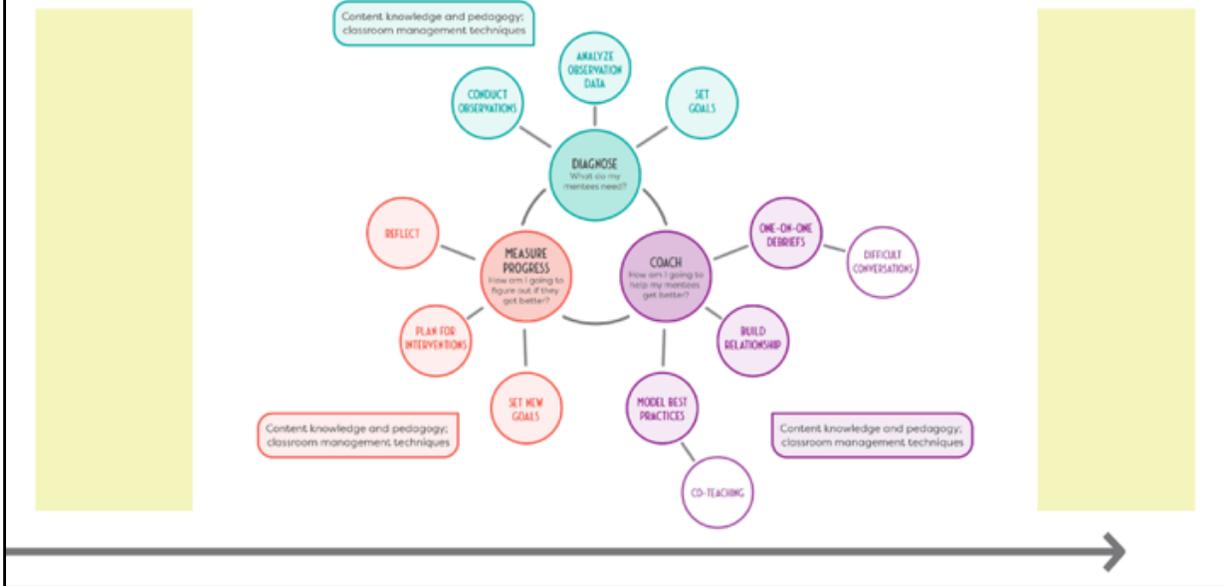
Note to facilitators: Use what you know about the group and find 4 people from the ones who have completed some or all of their assessments that would be willing to speak about their experiences during a panel at the beginning of the day of module 9. Once you choose the people, pull them aside to ask if they would be willing to be on a panel about their experiences with the assessments. On the panel, they will be asked to share what was surprising and what was challenging about the assessments, as well as their #1 tip. There will also be time for the panel to answer questions from the larger group. For more information about the panel, see the Module 9 slides.



SECTION START: 11:45

- **Duration:** 45 minutes

Scenario Practice



SECTION START: 12:30

Duration: 30 seconds

Facilitator says: We have learned about each part of the mentor cycle. This afternoon is meant to give you practice with all components using two different scenarios. We will do a brief review of each part of the cycle, have some share time about your experiences thus far, and then practice the various skills. We will be looking at two different scenarios for the remainder of the afternoon. Scenario A will serve as our model and example for the work/practice that you'll be doing with Scenario B.

Conduct Observations: 3 Key Components

- Confirm observation details
- Observe students and teacher in action
- Record notes using “look-fors”



Duration: 1 minute

Facilitator says: The 3 key components of conduct observations are confirm observation details, observe students and teach in action, and record notes using look-fors. Remember that before an initial or follow-up observation you want to meet to confirm the observation details which include items such as when/where the observation will take place, the focus of the observation, etc. We also talked about when observing students and the teacher in action some of those Dos and Don'ts. We talked about scripting and we gave you a pretty generic observation tool. We discussed that you should complete the “look-fors” column prior to the observation and keep your notes focused on those look-fors as to not get distracted by other needs you observe during the observation. During this module we also talked about sticking to the facts in your script, not making inferences, and being as specific as possible.

Stories from the Field

- What has worked well for you during observations?
- What is something you had to change?
- Any big “ahas” when it comes to conducting an observation?
- What advice would you give to someone who has never conducted an observation?



Duration: 15 minutes

Facilitator says: We want to capitalize on the expertise in the room and give you all an opportunity to share your experiences with this part of the mentor cycle. With your table group you're going to do a quick whip-around. This means that each person at the table will have an opportunity to share their response to just one of the questions on the screen. Pick one question that you will share your thoughts with the group. If there is time before we come back together and all of your group members have shared, start another round and this time answer a different question of your choice.

Facilitator does: Circulate and listen in on conversations picking out key things participants are saying to share with the whole group. After 10 minutes, bring the group back together and highlight a few participant responses.

Scenario Practice

10th Grade Guidebooks Lesson: The Metamorphosis

Scenario A—modeling data set

Scenario B—your practice set

Both sets have a cover sheet with contents listed.
Take a moment to locate both your data sets.

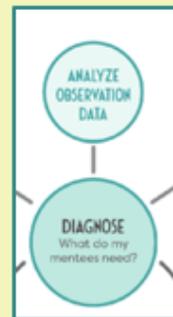
Duration: 8 minutes

Facilitator says: You have each been given two data sets, one for Scenario A and one for Scenario B. You will not be actually conducting an observation today due to time constraints. So for our “practice” for this part of the mentor cycle, you will simply look over the observation notes that were taken during the observation in Scenario A and in Scenario B. This should not take very long. You will have about 6 minutes to just look over both scripts. Both Scenarios take place during 10th grade lessons on The Metamorphosis. Make sure to pay attention to the focus of the two observations and the look-fors the mentor wrote in the template prior to the observation taking place.

Facilitator does: Give participants about 6 minutes to just read through the two scripts. Move on when ready.

Analyze Observation Data: 3 Key Components

- Analyze Rubric, Action plan, observation notes and student work samples
- Recognize strengths and areas for growth
- Prioritize



Strengths	Areas for Growth	Prioritize One Area for Growth
What was effective about the lesson? (circle in the margin or write "look good" in the margin)	What was challenging about the lesson in regards to the focus? (circle in the margin or write "look for" in the margin)	Of all options, which area for growth (circle) have the biggest impact on the students and their learning?
What specific actions did the mentee take that evidenced their knowledge in the focus area?	What specifically were the mentee able to do as a result of this session?	What specific steps will you take to address this as a result of the initial observation?

Duration: 2 minutes

Facilitator says: The 3 key components of analyze observation data are analyze the observation notes, recognize strengths and areas for growth, and prioritize. During analyze observation notes, we talked about highlighting and making additional notes on your observation data preferably in another color to help you begin to determine the strengths and areas for growth specifically in regards to the focus of your observation. Remember that you might have seen other issues that you would want to address, but it is important to stick to the focus of your observation. Jumping to something else that is different from what you and your mentee agreed upon will erode the trusting relationship you're building together. You can always make a note to return to the other areas of need that you observed at another time. **And we** used this template to help us think through and recognize strengths and areas for growth with regard to the area of focus. And finally out of all the areas for growth or need, we worked to prioritize one area that could potentially serve as a SMART goal for the mentee and completed the final column of the template.

Scenario A: Example

- Look over the analyzed observation notes from scenario A.
- Look over the Analyze Observation Data template the mentor completed from scenario A.

DISCUSS:

- What do you notice about the way the mentor analyzed their observation notes?
- Do you agree or disagree with this mentor's "diagnosis"?
- What is the mentor's prioritized area? How do you know?



Duration: 10 minutes

Facilitator says: We are going to give you about 3-5 minutes to look over the observation notes that the mentor in scenario A analyzed and also to look over the analyze observation data template the mentor completed. After 3-5 minutes of independent analysis time - we will prompt you with some discussion questions.

Facilitator does: After 3-5 minutes, animate the slide to reveal the discussion questions. Have participants discuss with a shoulder partner the questions on the screen regarding scenario A. Share out with the whole group any key findings.

Scenario B: Practice

- Analyze the observation data
- Complete the Analyze Observation Data template
- Share with a partner at your table

Analyze Observation Data		
Strengths	Areas for Growth	#1 Priority One Area for Growth
<small>What was effective about the lesson in regards to the focus area? In which "look for's" did the observation occur? What specific actions did the observation note that enabled them to be successful in the focus area? What specifically were the students able to do as a result of these actions?</small>	<small>What are reflections about the lesson in regards to the focus area? Which "look for's" in the observation bring out on the stage of strong? Which "look for's" in the observation leads to its need? Where are there areas of missed opportunity?</small>	<small>In your opinion, which area for growth could have the biggest impact on the classroom and their students? What might you recommend the observer change or modify in these focus area based on their observation? What big takeaways do you have the observer gains as a result of the initial observation?</small>
1.	1.	
2.	2.	
3.	3.	

Duration: 20 minutes

Facilitator says: Now it is your turn to practice on your own. Using the observation notes from scenario B - use highlighters and a different colored pen to analyze the observation notes. After analyzing the notes, complete the blank template on page 23 of your handout. We will give you about 10-15 minutes to work on these two steps independently. We will let you know when it is time to get with a partner and share.

Facilitator does: Monitor the time as participants work on the assignment. After about 10-15 minutes, signal to the group to partner up with someone at their table and share their analyzed notes and complete template. They may add any additional ideas from their partners to their own templates. Call on a few participants to share what they believe is the prioritized need for this mentee with the whole group.

Set Goals: 3 Key Components

- Review upcoming instruction
- Align priorities
- Draft SMART goals



The worksheet is titled "Draft SMART Goals" and includes the following sections:

1. Observe: What about the upcoming instruction would inform your SMART goals?
2. Observe: Where might the priority area of growth and the upcoming instruction align?
3. Draft 2 SMART goals:
SMART Goal 1:
SMART Goal 2:



Duration: 1 minute

Facilitator says: The 3 key components of setting goals is review upcoming instruction, align priorities, and draft SMART goals. In review upcoming instruction, we talked about how it is important to review what your mentee has upcoming in their curriculum/scope and sequence to make sure that you are not setting a goal that runs contrary to the curriculum or that would not be possible to achieve given what the mentee is planning to teach next. In align priorities we talked about after having prioritized an area of growth for your mentee, you want to make sure it is aligned to the upcoming instruction and ask yourself the question, where do you see opportunities for your mentee to practice what you see as their area of growth in upcoming instruction? Finding those opportunities will set you up to draft some potential SMART goals for your mentee that are informed by your priorities from your observation as well as what's coming up in their curriculum and will help you ensure that you aren't setting goals that will be impossible for your mentee to try out and practice. And then finally we learned how to write SMART goals using the SMART framework. **(animate the slide)** We used this template to think through this process and draft 1-2 SMART goals in preparation for the one-on-one debrief. Remember that having goals in mind beforehand will help you guide and coach your mentee to setting strong goals that you can support them striving towards in their upcoming instruction.

Scenario A: Example

- Look over the completed Draft SMART Goals template for scenario A

DISCUSS:

- What do you notice about the mentor's notes in parts 1 and 2 of the template?
- Does the mentor's SMART goal have all the components of S-M-A-R-T? (label them)
- Do you agree or disagree with the direction this mentor decided to take with the SMART goal? Why or why not?



Duration: 10 minutes

Facilitator says: We are going to give you about 3-5 minutes to look over the sample, completed Draft SMART Goals template from scenario A. After 3-5 minutes of independent analysis time - we will prompt you with some discussion questions.

Facilitator does: After 3-5 minutes, **animate the slide** to reveal the discussion questions. Have participants discuss with a shoulder partner the questions on the screen regarding scenario A. Share out with the whole group any key findings.

Scenario B: Practice

- Complete the Draft SMART Goals template for scenario B.
- Share with a partner at your table.



The image shows a 'Draft SMART Goals' template. At the top, it has the 'University of Utah' logo on the left and 'Leading for Good' on the right. The title 'Draft SMART Goals' is centered. Below the title are three numbered questions: 1. 'Where? What about the opening instruction would inform your SMART goal?', 2. 'When? Where might the priority area of growth and the opening instruction align?', and 3. 'What? SMART goal:'. Under question 3, there are two empty rectangular boxes for writing SMART goals, labeled 'SMART Goal 1' and 'SMART Goal 2'.

Duration: 10 minutes

Facilitator says: Now it is your turn to practice on your own. Complete the Draft SMART Goals template based on the information that's been provided so far with the mentee in scenario B. The blank template can be found on page 24 of your handout.. We will give you about 5 minutes to work on this independently. We will let you know when it is time to get with a partner and share.

Facilitator does: Monitor the time as participants work on the assignment. After about 5 minutes, signal to the group to partner up with someone at their table and share their completed template. They may add any additional ideas from their partners to their own templates. Call on a few participants to share their drafted SMART goals with the whole group.

Stories from the Field: Setting Goals

- What has worked well?
- What has not worked well?
- What types of goals are you currently focusing on with your mentees?



Duration: 5 minutes

Facilitator says: Let's step out from the scenario practice for a minute and connect to your own experiences with setting goals so far this school year. We would like to just have a whole group discussion regarding the questions seen here on the screen. What has worked well with setting goals with your mentees? What hasn't? Would anyone be willing to share a goal that they are currently focusing on with their mentee and the process of how that became the focus?

Facilitator does: Facilitate a whole group discussion and sharing of real-world experiences regarding setting goals. Make sure to keep the conversation focused on the setting goals part of the mentor cycle. After about 5 minutes bring the discussion to a close and move on to the next part.

Connection to Assessments

1 Analyze 2 Develop 3 Implement 4 Evaluate 5 Summary

Analyze

Analyze the needs of one mentee with respect to classroom management skills: building relationships with diverse student populations, establishing clear expectations and procedures, and consistently reinforcing expectations and procedures. Use a set of collected data (observations, informal/formal conversations, assessment data, etc.) to diagnose and prioritize the most important classroom management need to address in this mentoring cycle.

Submit a 300-word narrative that identifies the classroom management coaching goals that will drive the mentoring cycle related to your diagnosed need. Justify the selection of those goals by highlighting the specific data you used in identifying and prioritizing these goals.

You must earn "Demonstrated" for all criteria in the requirements to earn this micro-credential.

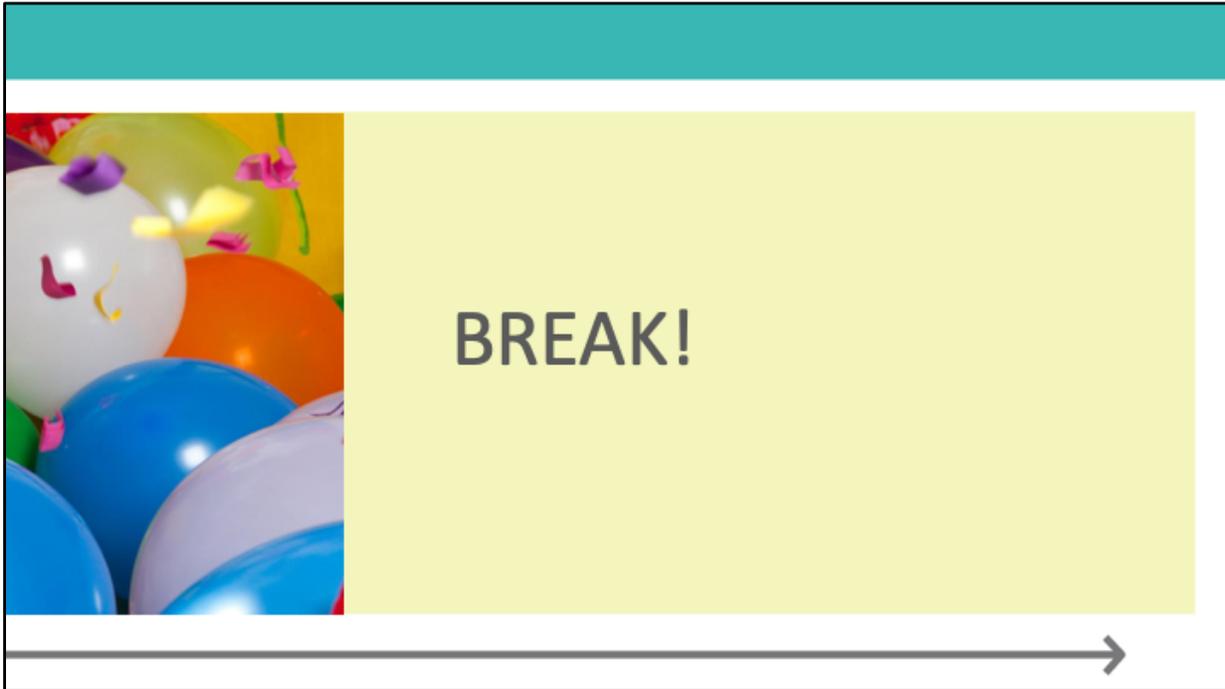
Hide Rubric ^

Set Coaching Goals	Demonstrated	Progressing	Not Met
	Classroom management goal is measurable and clearly articulated. Classroom management goal is aligned to specific data and addresses the most important classroom management need or needs identified in the analysis.		

Duration: 3 minutes

Facilitator says: Let's take a moment to connect what we've reviewed so far to the mentoring assessments. In the analyze section of the mentoring assessments it talks about submitting a 300-word narrative to identify the goals that will drive the mentoring cycle related to your diagnosed need. In order to write that narrative you will have had to go through the conducting observation, analyze observation data, and set goals steps of the cycle. If you use the SMART goal format for goal writing you will hit the necessary criteria in the "demonstrated" rubric as goals should be measurable and clearly articulated. And although it doesn't say you have to attach any artifacts for this portion of the assessment - you could include your analysis template and setting goals template as additional support for how the goal is aligned to data and the need identified.

Facilitator does: Ask if there are any questions about this part of the assessment and answer any questions to the best of your ability.



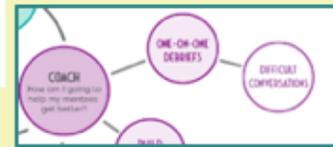
SECTION START: 2:00

Duration: 15 minutes

One-on-One Debriefs: 3 Key Components

- Plan for debrief
- Engage in debrief
- Practice difficult conversations

Plan to Engage in One-on-One Debrief	Planning Notes (before or possibly prior to debrief)	Debrief Meeting Notes
Primary Objectives What do you think the main goal of this debrief will be? (What do you want to accomplish?)		
Feedback Questions What is important to you about your performance in this area?		
Feedback Questions How did your individual goal for your coaching goal... come out for you? (Did you accomplish it?)		
Feedback Questions What is the biggest challenge you are facing about your progress to this goal?		
Feedback Questions In what area did the lesson go as you had planned?		
Feedback Questions In what area did things happen that you did not expect?		
Feedback Questions What other area you focus to be better when we meet in this area?		
Feedback on Overall Area of Work How did the impact of that... I suggest you...		
Closing Questions What are the things that you do for this goal?		
Closing Questions What can you learn before you do this again? How might you approach learning it?		
Closing Questions How have your students been able to help you with your learning?		



SECTION START: 2:15

Duration: 1 minute

Facilitator says: The 3 key components of one-on-one debrief are plan for the debrief, engage in the debrief, and practice difficult conversations. We discussed difficult conversations during module 7, and practice various protocols to support you when having to engage in a difficult conversation with a mentee. Today we are focusing on just the debrief conversation, which requires some pre-planning on the mentor's side and then facilitating and engaging in that conversation to ultimately solidify the goal the mentee will be working on eventually writing a coaching plan for that goal. **(animate the slide)** We provided you all with a helpful template called, Plan to Engage in One-on-One Debrief, that you can use to plan for the debrief, which was that middle column, and then take notes on as you engage in the debrief, which was the third column. Let's look at an example of this with regards to scenario A.

Scenario A: Example

- Look over the completed One-on-One Debrief template for Scenario A

DISCUSS:

- What was the outcome of the conversation?
- What is the SMART goal that will be the focus of the mentor and mentee's work moving forward?
- Do you agree or disagree with this decision? Why or why not?

Duration: 10 minutes

Facilitator says: We are going to give you about 3-5 minutes to look over the sample, completed one-on-one debrief template from scenario A. After 3-5 minutes of independent analysis time - we will prompt you with some discussion questions.

Facilitator does: After 3-5 minutes, **animate the slide** to reveal the discussion questions. Have participants discuss with a shoulder partner the questions on the screen regarding scenario A. Share out with the whole group any key findings. Point out that this mentor did not ask every single question on the template and that, that is okay and how the template was meant to be used.

Scenario B: Practice

- Complete the One-on-One Debrief template for scenario B.

Plan to Engage in One-on-One Debrief		Debrief Meeting Notes
Suggested Guiding Questions for Discussion	Planning Notes (observers completes prior to debrief)	
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/observe took in focus area)?		
Feedback Questions You set your instructional goal for your students and (goal). How well do you feel they accomplished it? What is the student work/area showing about their progress to this goal? In what areas did the lesson go as you had planned? In what areas did things happen that you did not expect? What other areas are there to try (action/observe 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?		

Duration: 10 minutes

Facilitator says: Now it is your turn to practice on your own. Remember you are pretending you are the mentor for this mentee in scenario B. Your next assignment is to plan for a one-on-one debrief with this mentee. Using the template on page 25 of your handout, plan for which questions you would ask this mentee during the conversation. Remember you do not have to ask every single question on the template. The conversation should flow based on the questions you ask and the direction you are hoping the conversation goes. Jot down notes next to the questions you plan on asking in the debrief to help guide your conversation. After about 8 minutes of planning time. We are going to role-play and engage in a practice debrief conversation, so you'll want to be prepared to play the role of both the mentor and the mentee.

Facilitator does: Monitor the time as participants work on the assignment. After about 8 minutes, bring the group back together to give them the next set of instructions.

Scenario B: Engage in the One-on-One Debrief



Round 1:
A: Mentor
B: Mentee

Round 2:
A: Mentee
B: Mentor

Duration: 10 minutes

Facilitator says: Next, you are going to partner up with someone at your table group and designate who will be person A and who will be person B. In round 1, person A will play the role of the mentor in scenario B and person B will play the role of the mentee. You will have 5 minutes to practice facilitating this conversation using what you planned on your template. As the mentee, play along accordingly to give the mentor some authentic practice. After 5 minutes we will move to round 2- person A will not be the mentee and person B the mentor. You will have another 5 minutes to practice in your new roles. Any questions?

Connection to Experiences: One-on-One Debrief

- What has worked well?
- What has been difficult?
- Has the template been helpful?
- Any examples of difficult conversations and how you addressed it?



Duration: 10 minutes

Facilitator says: Let's step out from the scenario practice for a minute and connect to your own experiences with debriefing so far this school year. We would like to just have a whole group discussion once again regarding the questions seen here on the screen. What has worked well with one-on-one debriefs? What has been difficult? How have you used the template and has it been helpful or not? Does anyone have any specific examples they'd be willing to share regarding difficult conversations and how they went??

Facilitator does: Facilitate a whole group discussion and sharing of real-world experiences regarding one-on-one debriefs. Make sure to keep the conversation focused on the one-on-one debrief part of the mentor cycle. After about 10 minutes bring the discussion to a close and move on to the next part.

Plan for Interventions: 3 Key Components

- Clarify the new learning
- Align the intervention method
- Write a coaching plan



The form is titled "Mentor Coaching Plan" and includes the following sections:

- A box for "Mentee (SMART) goal:"
- A section titled "What activities and resources will mentor and mentee engage in to achieve goal(s)?" containing a table with the following columns: "Specify Activity or Resource", "How is it aligned to the goal(s)?", "Why will it be effective?", "How will you engage the mentee (role playing, modeling, etc.)?", and "Projected timeline".
- A box for "How will you monitor your mentee's progress toward the identified goal(s)?"



Duration: 2 minutes

Facilitator says: The 3 key components of plan for interventions are clarify the new learning, align the intervention method, and write a coaching plan. With clarify the new learning we talked about discussing and thinking about what essential learning is needed in order to help the mentee meet their SMART goal. To consider what is involved in mastering the SMART goal, we think about both content and process to determine what are the prioritized learning needs that you will eventually include in your coaching plan. We also discussed that sometimes the mentor may need to learning something prior to the mentee in order to be able to support them. Next is align the intervention method. In the LDOE's mentor cycle, there are two specific interventions, modeling and co-teaching. So we talked a lot in modules 4 and 5 about aligning the intervention method to the needs of the mentee and when might it be appropriate to model vs. co-teach a lesson for a mentee. **(animate the slide)** Once you have clarified the new learning the mentee needs to engage in and have aligned the intervention method to their needs, you'll write a coaching plan that details how exactly you'll address the learning priorities through the intervention to the mentee. We explained that you can think of a coaching plan as an extension of the Partnership Agreements. Writing a coaching plan is something you do without your mentee, although it is based on your observation and debrief and other conversations with him or her. It's recommended that once you've created your coaching plan you share it your mentee to make sure he agrees that the interventions are well aligned with the SMART goals. Writing down the interventions in a plan and both agreeing to

the plan continues to strengthen the relationship and build trust.

Scenario A: Example

- Look over the coaching plan developed for the mentee in Scenario A

DISCUSS:

- What were the activities the mentor and/or mentee will engage in as planned out in the coaching plan?
- Do you feel these activities are aligned to the goal? Why or why not?
- What additional activities would you add to this plan to support this mentee?



Duration: 10 minutes

Facilitator says: We are going to give you about 3-5 minutes to look over the sample, completed coaching plan from scenario A. After 3-5 minutes of independent analysis time - we will prompt you with some discussion questions.

Facilitator does: After 3-5 minutes, **animate the slide** to reveal the discussion questions. Have participants discuss with a shoulder partner the questions on the screen regarding scenario A. Share out with the whole group any key findings.

Scenario B: Practice

- Complete the Coaching Plan template for scenario B.
- Share with a partner at your table.

University of Michigan Learning Forward

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 coaching/feedback building?	Proposed timeline

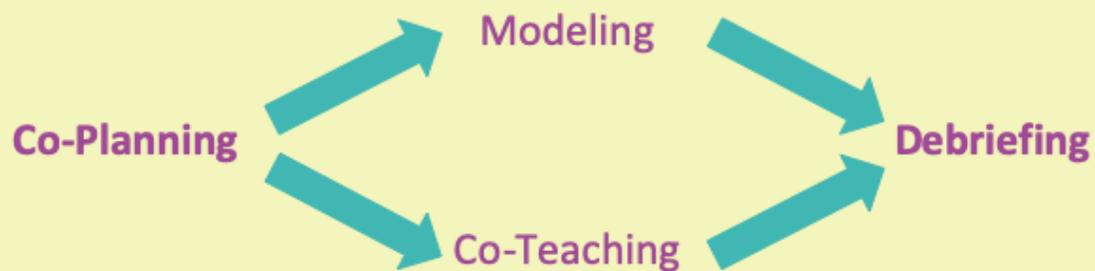
How will you monitor your mentee's progress toward the identified goal?

Duration: 10 minutes

Facilitator says: Now it is your turn to practice on your own. Complete the Coaching Plan template based on the information that's been provided so far with the mentee in scenario B. The blank template can be found on page 27 of your handout. We will give you about 10 minutes to work on this independently. We will let you know when it is time to get with a partner and share.

Facilitator does: Monitor the time as participants work on the assignment. After about 5 minutes, signal to the group to partner up with someone at their table and share their completed template. They may add any additional ideas from their partners to their own templates. Call on a few participants to share one row of information from their coaching plan with the whole group.

Modeling & Co-Teaching: 3 Key Components



Duration: 1 minute

Facilitator says: The 3 key components for modeling and co-teaching are very similar. The first for both intervention methods is to co-plan the lesson, then either engage in the model lesson or co-teach lesson, and finally debrief either the model or co-teach lesson. Let's see examples of these with regards to our two scenarios.

Scenario A: Modeling

Review the Mentee's Look-for checklist in Set A

- Were the mentee's notes relevant to the look-fors and SMART goal?
- What was a big takeaway for the mentee from the model lesson?
- What are the next steps for this mentor & mentee?



NOTE: THE SLIDE IS NOT MESSED UP - THERE ARE ANIMATIONS.

Duration: 10 minutes

Facilitator says: In your scenario A handout on p.12 you'll find the mentee's observation notes taken while watching the model lesson. Remember in scenario A's coaching plan, it was said that the mentor would model a classroom discussion and the mentee will observe utilizing a "look-fors" checklist as you see here.

Facilitator does: allow 2-3 minutes for participants to look over these completed examples, then **animate the slide** to put up the discussion questions.

Facilitator says: Now take about 5 minutes to discuss the questions on the screen with a shoulder partner.

Facilitator does: Circulate and listen in on conversations, picking out key takeaways to share with the whole group.

Scenario B: Co-teaching

- What was a big takeaway for the mentee from the model lesson?
- What are the next steps for this mentor & mentee?
 - Do you agree or disagree with this direction - why or why not?

NOTE: THE SLIDE IS NOT MESSED UP - THERE ARE ANIMATIONS.

Duration: 10 minutes

Facilitator says: In your scenario B handout, you'll find a completed co-teaching debrief template. We are going to pretend that one of the activities you included on the coaching plan for the mentee in scenario B was to co-teach a lesson together. These notes then serve as an example of what may have occurred in a debrief conversation following the co-teaching of a lesson. Take a few minutes to look over this document and then we will discuss.

Facilitator does: allow 2-3 minutes for participants to look over this example, then **animate the slide** to put up the discussion questions.

Facilitator says: Now take about 5 minutes to discuss the questions on the screen with a shoulder partner.

Facilitator does: Circulate and listen in on conversations, picking out key takeaways to share with the whole group.

Connection to Assessments

Develop

Develop a coaching plan to support your mentee in successfully achieving the coaching goals identified in Analyze. In your plan, include the following:

- What coaching activities and resources will you engage in with your mentee?
- How will you monitor progress toward the identified goals?
- How will you integrate relationship building into all aspects of your plan?
- What is your projected timeline for completion?

You must earn "Demonstrated" for all criteria in the requirements to earn this micro-credential.

Hide Rubric ^

	Demonstrated	Progressing	Not Met
Structure and Quality of the Coaching Plan	Includes specific activities and resources that are aligned to the coaching goals and the mentor has included a justification for why they feel that each activity and resource will be effective in helping the mentee to achieve the goals. Includes how progress will be monitored; mentor has noted potential data-collection challenges they will be aware of (i.e., explanation of why a specific data-collection method is the right one for this cycle). Contains opportunities for building strong relationships. The plan has a clearly articulated timeline.		

Duration: 3 minutes

Facilitator says: Let's take a moment to connect what we've reviewed in this past section to the mentoring assessments. In the develop part of the mentoring assessments, this is where your coaching plan falls. If you utilize the template we've provided for you, you will hit all elements included in the rubric. Here you would simply upload your coaching plan document - there is no essay that needs to accompany it.

Facilitator does: Ask if there are any questions about this part of the assessment and answer any questions to the best of your ability.

Connection to Assessments

- **Coaching and Support:** Upload 2-3 artifacts (include different types) that demonstrate your support of a mentee in developing improved classroom management skills including a combination of meeting notes, audio or video recording of meetings with the teachers, demonstrations of modeling, written correspondence, observation notes/feedback, and other relevant artifacts.

Coaching and Support

Annotated evidence demonstrates coaching and support practices including data collection by the mentor teacher that are ongoing, sustained, varied in format, and connected to the needs identified in Analyze.

Evidence provided demonstrates a completed coaching cycle.

Annotated evidence shows multiple, frequent opportunities for ongoing progress monitoring using a variety of data collection and feedback methods and sources.

Duration: 3 minutes

Facilitator says: Under the implement section of the mentoring assessments, it asks you to upload 2-3 artifacts (different types) that demonstrate your support of a mentee. This is where the modeling, co-teaching, and any additional observation and debrief notes would align. This also includes any data collected that shows progress.

Facilitator does: Ask if there are any questions about this part of the assessment and answer any questions to the best of your ability.

Set New Goals: 3 Key Components

- Examine all data
- Identify progress
- Determine next steps

Set New Goals Guiding Template

Step One: Examine All Data

Guiding Questions	Notes/Notes
What data are we looking at?	
What additional resources have been reviewed?	
How do we assess evidence of understanding from all students being assessed in this session?	
What does additional information and debriefing the goal look like during this goal?	
How do we assess evidence of understanding from all students in this goal?	
What additional resources have been reviewed?	
How do we assess evidence of understanding from all students in this goal?	

Step Two: Identify Progress

Guiding Questions	Analysis/Notes
Has the teacher made progress toward their goal? What evidence do we have to support this?	
What additional evidence, if any, is necessary to show adequate progress toward the goal?	
Does enough evidence exist to support that the teacher has mastered their goal? Describe the evidence.	
Could the teacher benefit from additional resources in this goal?	

Step Three: Determine Next Steps

Guiding Questions for Discussion	Planning Notes (teacher completes prior to conversation)	Meeting Notes
Step One: Examine All Data		
Your student goal is _____. How do you know it's going to meeting your goal?		
What additional supports have been reviewed to support your goal?		
I brought some data from our time working together including _____. What evidence do we have to support your work on this goal?		
Step Two: Identify Progress		
How do you feel about the progress you've made toward meeting your student goal?		
What, if any, additional work should be done in continuing to address this student goal?		
Step Three: Determine Next Steps		
Do you have a sufficient amount of evidence to support that your student goal was met?		
If the answer to the above question is no, what next steps should we discuss/continue working on the goal? (e.g., additional model or co-teach, additional observations and feedback, etc.)		
If the answer to the above question is yes, do you have another student goal in mind that we can set a new student goal for?		
If the answer to the above question is yes, would you like to participate in a next session and use what you've learned to guide us through this next goal?		



Duration: 2 minutes

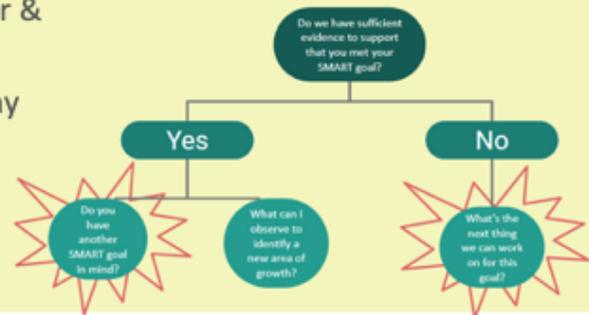
Facilitator says: The 3 key components of set new goals are examine all data, identify progress, and determine next steps. **(animate the slide)** In examine all data you are looking at all data collected during your work together during this particular cycle this could include the initial observation data and one-on-one debrief, model or co-teaching checklists and debrief notes, student work or data collected, additional observations and feedback, etc. The template shown here includes guiding questions for you to think through and jot down some notes as you examine all the data and begin to determine whether you think the mentee has made progress toward their goal. **(animate the slide)** The next part of the template were some additional guiding questions for you to think through after you've examined all data as you begin to determine whether the mentee has mastered the goal and is ready to move on to something else or if additional support is needed. **(animate the slide)** The last step is planning for and engaging in a check in conversation with your mentee that touches on all 3 key components. The middle column of the template was to plan for that conversation and then the third column to take notes in during the conversation.

Scenario A: Example

- Look over additional observation data
- Look over completed Set New Goals template

DISCUSS:

- What was the outcome of this mentor & mentee's work together?
- Do you agree or disagree? Why or why not?



Duration: 10 minutes

Facilitator says: We are going to give you about 3-5 minutes to look over the additional observation data and sample, completed set new goals template from scenario A. After 3-5 minutes of independent analysis time - we will prompt you with some discussion questions.

Facilitator does: After 3-5 minutes, **animate the slide** to reveal the discussion questions. Have participants discuss with a shoulder partner the questions on the screen regarding scenario A. Share out with the whole group any key findings.

Animate the slide. So in this scenario the mentor and mentee determined that they needed to continue working on the same goal, which means the mentor would begin working on a new coaching plan and starting the cycle over again.

Scenario B: Practice

- Examine the additional data for scenario B.
- Complete the Set New Goals template
- Share with a partner at your table.

Set New Goals template

Setting Questions	Analysis Notes
Has the teacher made progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
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Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	

Step Three: Identify Progress

Setting Questions	Analysis Notes
Has the teacher made progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
Has the teacher made any progress towards the goal? If not, what are the reasons for this?	
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Has the teacher made any progress towards the goal? If not, what are the reasons for this?	

Step Three: Determine Next Steps

Suggested Coaching Questions for Discussion	Planning Notes (teacher completed prior to observation)	Setting Notes
Step One: Determine the Goal Your SMART goal is _____. How do you think it's going to meeting your goal?		
What additional support has been supported you in meeting your goal?		
What additional support has been supported you in meeting your 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 should be done in continuing to address this SMART goal?		
Step Three: Determine Next Steps Do you have a sufficient amount of evidence to support that your SMART goal was met?		
If the answer to the above question is not "right next steps should be done to continue working on this goal" or another teacher or coach's observation with feedback, etc.		
If the answer to the above question is and the teacher has another goal area in mind that we can set a new SMART goal for?		
If the answer to the above question is and the teacher is participating in a peer observation and/or you want to give it some thought in a month?		

Duration: 15 minutes

Facilitator says: Now it is your turn to practice on your own. Examine the additional data as well as any of the previous data we've already looked in regards to scenario B. Complete the Set New Goals template. The blank template can be found on page 27 of your handout. We will give you about 10-12 minutes to work on this independently. We will let you know when it is time to get with a partner and share.

Facilitator does: Monitor the time as participants work on the assignment. After about 5 minutes, signal to the group to partner up with someone at their table and share their completed template. They may add any additional ideas from their partners to their own templates. Call on a few participants to share what their next steps would be with this mentee and why. Does their decision result in writing another coaching plan or what are the next steps?

Connection to Assessments

- **Monitoring Progress:** Upload 2-3 artifacts (include different types) that demonstrate your ability to monitor the progress of their mentee including a combination of observation notes/feedback, audio/video recordings of feedback conversations, and other relevant artifacts. The artifacts included should speak to both the mentee's ability to reflect on their progress toward identified and/or prioritized goals and how you, the mentor, planned specific interventions and set new goals. Therefore, the artifacts should cover a period of time sufficient to effectively demonstrate these changes.

Annotate your artifacts to describe how each one directly addresses one of the following areas: relationship building, coaching and support, and monitoring progress. You may annotate the artifacts directly in the document/recording or you may include a 300- to 500-word narrative justifying the inclusion of each artifact.

Monitoring Progress

Progress monitoring methods and feedback are focused on the mentee's improvement in the identified area of need.

New goals are developed and included in the plan based on the data collected (full cycle).



Duration: 3 minutes

Facilitator says: Under the implement section of the mentoring assessments, it asks you to upload 2-3 artifacts (different types) that demonstrate your ability to monitor the progress of your mentee. This could include additional observations/feedback notes, video of your check in conversation where you are determining next steps, student data that shows the growth or lack of toward the goal. The Set New Goals template could also serve as an artifact.

Facilitator does: Ask if there are any questions about this part of the assessment and answer any questions to the best of your ability.

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

Module 8 Outcomes

- Use Reader's Circles to support close reading that leads to comprehension of complex, grade-level texts.
- Use the Writing Progressions Chart to understand grade level content writing expectations and to focus instruction.
- Explain how this content enables the mentor's ability to support the mentee's disciplinary literacy instruction.
- Apply the mentor cycle fluently with a mentee.

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●**Duration:** 1 minute

●**Facilitator says:** Congratulations - today we accomplished these outcomes!

Exit card



Get two sticky notes:

1. Biggest takeaway from the day
2. One question you currently have

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- **Duration:** 4 minutes
- **Facilitator says:** Before we head out for the day, everyone please take out two sticky notes. Label your first sticky note #1 and write down 1 big takeaway you have from today's learning. Label your second sticky note #2 and write down 1 question you currently have as we head out for the day. Please bring your sticky notes up to the facilitators before you head out.
- When you arrive tomorrow for module 9, please sit with your learning teams again. Every day, please bring all of your mentor teacher course materials with you, especially because we will be giving you time every day to work on your assessments.
- **Note to facilitators:** After participants leave for the day, work together as a facilitator pair to review the takeaways and questions on the sticky notes.
- Prioritize which takeaways to share: which takeaways did many people say? Which takeaways are particularly insightful and will move mentor thinking forward?
- Prioritize which questions to share and answer: which questions will NOT be

answered tomorrow and are necessary for the mentors to understand their role, the mentor cycle, and the mentor program of modules and assessments?

- If there are questions you don't know the answer to, email Tom Manning to see if you can get an answer that you can share.