

# Elementary Mentor Teacher Distinction



## Expressing Understanding of Text through Writing

The Content Leader uses a Tier 1 curriculum to drive instruction that increases student ability to build knowledge and express understanding of text through writing to meet Louisiana Student Standards. A Tier 1 curriculum provides opportunities at the end of each unit of study for students to express their understanding through writing. Throughout the unit of instruction, students should build knowledge and understanding necessary to address the task, and develop skills necessary to clearly and coherently express understanding through writing.

- **ANALYZE** your current instruction related to a Tier 1 curriculum unit
- **DEVELOP** an action plan to continue to develop student writing skills or building background knowledge based on these samples and identified patterns
- **IMPLEMENT** the plan you developed
- **EVALUATE** the newly collected set of student work



## Reading Complex Grade-level Texts

The Content Leader uses multiple careful readings of a text from a Tier 1 curriculum to make complex grade-level texts accessible to all learners without changing the text. Teachers need to understand what makes a text complex and how it builds a student's knowledge throughout the unit of study. In order to determine what each student needs to access the text, the teacher must align scaffolds and supports to ensure that each student has the ability to make meaning of the text. By strategically guiding a student's journey through the text, the teacher ensures each student builds the knowledge necessary for the end-of-unit task.

- **ANALYZE** a text that requires close reading from a lesson in a Tier 1 Curriculum
- **DEVELOP** a plan to facilitate a close reading of the text identified
- **IMPLEMENT** the plan you developed, collecting work samples representative of the class
- **EVALUATE** the effectiveness of your close reading instruction



## Demonstrating Math Content Knowledge

The educator connects deep mathematical content knowledge and understanding of the Louisiana Student Standards for Mathematics (LSSM) to the planning and implementation of a Tier 1 math curriculum. Within a Tier 1 math curriculum, the educator applies their knowledge of the key shifts in the mathematics standards -- focus, coherence, and rigor -- in order to engage in purposeful, collaborative planning and implement the curriculum with fidelity in the classroom.

- **ANALYZE** a selected lesson from a Tier 1 math curriculum to demonstrate your knowledge of the Key Shifts in Mathematics
- **DEVELOP** a purposeful plan for facilitating the selected lesson
- **IMPLEMENT** the lesson that you planned
- **EVALUATE** the implementation of your lesson with reflections



## Facilitating Mathematically Productive Discussions

As the standards for mathematics have shifted from routine procedures and algorithms to building conceptual understanding, students must be able to reason, justify and model their thinking in mathematics. Achieving this requires that teachers also shift their instruction, so that students are doing more of the cognitive lift. Productive discourse is an instructional tool that facilitates this by allowing teachers to use students' developing thinking to help others master the content. Productive discourse also helps teachers collect important information about what students are thinking and learning that can be used to adjust instruction.

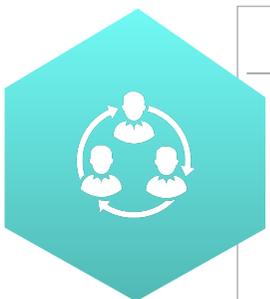
- **ANALYZE** a selected lesson from the Tier 1 math curriculum to prepare to lead a mathematically productive discussion in your class
- **DEVELOP** a monitoring sheet that you can use to record data during the lesson
- **IMPLEMENT** the lesson and gather data
- **EVALUATE** your facilitation of the discussion with reflections



## Mentoring to Improve Classroom Management

Classroom management is an essential skill for new/resident teachers in order to lead a classroom focused on learning. There are three fundamental elements of effective classroom management for inclusion: building relationships with diverse student populations, establishing clear expectations and procedures, and consistently reinforcing expectations and procedures. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed to meet the needs of their mentee and support improvements in classroom management. Through continuous relationship building and effective individualized support, significant improvement in teaching practices can be achieved.

- **ANALYZE** the needs of one mentee with respect to classroom management skills
- **DEVELOP** a coaching plan to support your mentee in successfully achieving the coaching goals identified
- **IMPLEMENT** your coaching plan
- **EVALUATE** the success of your mentoring cycle



## Mentoring to Improve Content Instruction

To ensure students master the content they need to be successful, educators need both deep knowledge of their content and the ability to plan and deliver effective instruction. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed in order to support improvements in a mentee's content instruction. Through continuous relationship building and effective individualized support, mentor teachers can support significant improvement in teaching practices.

- **ANALYZE** the needs of one mentee with respect to content instruction
- **DEVELOP** a coaching plan to support your mentee in achieving the goals identified
- **IMPLEMENT** your coaching plan
- **EVALUATE** the success of your mentoring cycle