

Elementary Non-Departmentalized Mentor Teacher Assessment Series

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 and identify goals.
- **DEVELOP** a coaching plan to support your mentee in achieving the goal(s) identified in Analyze.
- **IMPLEMENT** the coaching plan you developed.
- **EVALUATE** the success of your mentoring cycle by responding to reflection questions and collecting a reflection from your mentee as well.

Mentoring to Improve Classroom Management



Classroom management is an essential skill for new or 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, educators can demonstrate significant improvement in teaching practices.

- **ANALYZE** the needs of one mentee with respect to classroom management and identify goals.
- **DEVELOP** a coaching plan to support your mentee in achieving the goal(s) identified in Analyze.
- **IMPLEMENT** the coaching plan you developed.
- **EVALUATE** the success of your mentoring cycle by responding to reflection questions and collecting a reflection from your mentee as well.

Choose ONE Math Content Assessment

Demonstrating Math Content Knowledge



Educators with high expectations for student outcomes will connect deep mathematical content and an understanding of the Louisiana Student Standards for Mathematics (LSSM) to the planning and implementation of a Tier 1 math curriculum. Within a Tier 1 curriculum, the educator will apply their knowledge of the key shifts in the mathematics standards: focus, coherence, and rigor. Doing so will allow them to engage in purposeful, collaborative planning while implementing the curriculum within the classroom and with fidelity.

- **ANALYZE** a lesson from a Tier 1 math curriculum to demonstrate your knowledge of the Key Shifts in Mathematics.
- **DEVELOP** a set of instructional decisions aligned to the [planning guide](#) to ensure focus, coherence and rigor.
- **IMPLEMENT** the lesson you planned and collect student work samples.
- **EVALUATE** the implementation of your lesson by responding to reflection questions.

Facilitating Mathematically Productive Discussions



As the standards for mathematics have shifted from primarily routine procedures and algorithms to also include building conceptual understanding, students must be able to reason, justify, and model their thinking in mathematics. Achieving this requires that educators 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 educators to use students' developing thinking to help others master the content. Productive discourse also helps educators collect important information about what students are thinking and learning that can be used to adjust instruction. A key component of productive discussion is educator facilitation.

The 5 Practices for Orchestrating Mathematically Productive Discussions provides a framework that can help educators improve the quality of mathematics discussion in their classrooms.

- **ANALYZE** a selected lesson from the Tier 1 math curriculum to prepare to lead a mathematically productive discussion in your class.
- **DEVELOP** or use the provided monitoring sheet to monitor, select, sequence and connect students' solution pathways.
- **IMPLEMENT** the lesson and capture a video that demonstrates your discussion facilitation.
- **EVALUATE** the implementation of your lesson by responding to reflection questions.

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Choose ONE ELA Content Assessment

Reading Complex Grade-level Texts



Multiple careful readings of a text from a high-quality curriculum are used to make complex grade-level texts accessible to all learners without changing the text. Educators 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 educator 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 educator ensures each student builds the knowledge necessary for the end-of-unit task.

- **ANALYZE** a text that requires multiple reads.
- **DEVELOP** a plan to facilitate a careful reading of a text.
- **IMPLEMENT** your plan and collect student work samples.
- **EVALUATE** the effectiveness of your reading instruction by responding to reflection questions.

Expressing Understanding of Text through Writing



High-quality curriculum is used to drive instruction that increases student ability to build knowledge and express understanding of texts through writing and while meeting Louisiana Student Standards. High-quality curriculum provides opportunities, at the end of each unit of study, for students to demonstrate their competencies. Throughout the unit of instruction, students should build knowledge to address the tasks and develop skills necessary for clearly and coherently expressing understanding through writing.

- **ANALYZE** the end-of-unit formal writing assessment from three students.
- **DEVELOP** an action plan to continue to build student writing skills based on the identified patterns seen in their writing samples.
- **IMPLEMENT** your plan and collect new or revised formal writing assessment samples from the same students.
- **EVALUATE** the newly collected set of student work and the effectiveness of your plan.