Louisiana Department of Education
Mentor Teacher Training

Module 4:
Disciplinary Literacy Instructional Shifts in Practice

Secondary Universal Cohort

Facilitated by Learning Forward
The Mentoring Cycle
Mentor Training Course Goals

Mentors will:

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

Module 4 Outcomes

- Conduct a classroom observation.
- Analyze data to identify needs for improving mentee instructional practice and student learning.
- Deepen understanding of relationship between content knowledge and reading comprehension.
- Apply strategies for integrating disciplinary literacy across content areas.
- Identify critical elements of a Partnership Agreement that supports relationship building with mentees.

Module 4 Agenda

**Morning**
- Welcome and outcomes
- Review assignments
- Build knowledge for reading comprehension
- Build relationships with mentees

**Lunch (45 min.)**

**Afternoon**
- Conduct observations
- Analyze observation data
- Wrap-up

Agreements

- Make the learning meaningful
- Engage mentally and physically
- Notice opportunities to support the learning of others
- Take responsibility for your own learning
- Own the outcomes
- Respect the learning environment of self and others
Module 2-3 Assignments Review

1. Finish reading Chapters 1-12 of *Taking the Lead*.

2. Reflect on past experiences with demonstration teaching and co-teaching. Consider how you can use what you learned to strengthen future opportunities to conduct demonstration lessons and co-teach. Identify specific changes you will make in the future to apply what you have learned. Be ready to describe the changes and how you will make them.

3. Review your grade-level/course curriculum for examples of the shifts and/or opportunities to apply the shifts. Bring/cite with evidence at least two examples. Be prepared to share those examples at the next session.

4. Review the Teacher Preparation Competencies in your subject area. Note those related to the shifts. Be prepared to discuss the competencies that mentees will meet if they have a deep understanding of the shifts.

In your learning teams, take 20 minutes to discuss the following:
1. Share one example of an instructional shift in your grade-level/subject area.
2. Create three separate rank ordered lists of the roles of mentors from 1 to 10 to show the likely impact on each of the following:
   a. Student success in a mentee’s classroom
   b. Mentee’s pedagogy
   c. Mentee’s content knowledge, especially the shifts in standards and curriculum
The Baseball Study: “Effect of Prior Knowledge on Good and Poor Readers’ Memory of Text”

*Recht and Leslie (1988)*

**Predict the Results:**
Put the groups in order from highest to lowest performers.

<table>
<thead>
<tr>
<th>High reading ability</th>
<th>High reading ability</th>
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<tbody>
<tr>
<td>High knowledge of baseball</td>
<td>Low knowledge of baseball</td>
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<tr>
<td>A</td>
<td>B</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Low reading ability</th>
<th>Low reading ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>High knowledge of baseball</td>
<td>Low knowledge of baseball</td>
</tr>
<tr>
<td>C</td>
<td>D</td>
</tr>
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</table>

**What do the actual results tell us?**

**What stands out to you most?**
How Does Knowledge Support Comprehension?

| Knowledge: Build knowledge through content-rich nonfiction | Building knowledge through content rich nonfiction plays an essential role in literacy and in the Louisiana Student Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich nonfiction in history/social studies, science, and the arts; the K–5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6–12, ELA classes pay much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. To be clear, the standards require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA. |

Culminating Task:
Write a brief report in which you explain whether Pacific Cod is a sustainable food source and why. In your report, include at least one recommendation for each of the following groups:

- Consumers
- Fishermen
- The EPA

Rate your confidence level on a scale from 1-5. How confident do you feel about your ability to complete this task? Why?

Reflect: What do you need to feel more confident?

Your report:
BYCATCH

1.00 Bycatch in this fishery is high (>100% of targeted landings), OR regularly includes a "threatened, endangered or protected species."

Although less than 10% of the total Pacific Cod catch is discarded (NPFMC SAFE, 2009), the longline fishery is known for catching endangered or threatened seabirds. Roughly 15,000 seabirds per year are killed by fishing gear used in the Pacific Cod fishery (NMFS, 2008). The majority of longline-killed seabirds are fulmars, but also includes a large number of albatrosses, gulls, shearwaters, and other species (NMFS, 2004). The fishery kills Laysan, black-foot, and short-tailed albatrosses, which are all on the IUCN Red List of threatened species. The only seabird affected by the Pacific Cod fishery that is listed as endangered by the US is the short-tailed albatross although population impacts are unlikely given current growth in this population (Zador et al. 2008).

2.00 Bycatch in this fishery is moderate (10-99% of targeted landings) AND does not regularly include "threatened, endangered or protected species" OR level of bycatch is unknown.

3.00 Bycatch in this fishery is low (<10% of targeted landings) and does not regularly include "threatened, endangered or protected species."

-0.25 Bycatch in this fishery is a contributing factor to the decline of "threatened, endangered, or protected species" and no effective measures are being taken to reduce it.

-0.25 Bycatch of targeted or non-targeted species (e.g., undersize individuals) in this fishery is high and no measures are being taken to reduce it.

-0.25 Bycatch of this species (e.g., undersize individuals) in other fisheries is high OR bycatch of this species in other fisheries inhibits its recovery, and no measures are being taken to reduce it.

-0.25 The continued removal of the bycatch species contributes to its decline.

+0.25 Measures taken over a major portion of the species range have been shown to reduce bycatch of "threatened, endangered, or protected species" or bycatch rates are no longer deemed to affect the abundance of the "protected" bycatch species OR no measures needed because fishery is highly selective (e.g., harpoon; spear).

As of 2004, revised seabird bycatch regulations have been in effect for the Alaska demersal longline fleet, requiring most vessels over 55 feet to use paired streamer lines, restricting offal discards, and requiring each vessel to have a seabird avoidance plan onboard. Smaller vessels [greater than 26 ft (7.9 m) LOA and less than or equal to 55 ft LOA] must use a single streamer line or, in limited instances, a buoy bag line (Seabird Avoidance Regulations, NOAA). Management efforts have been successful at reducing the amount of seabirds caught by this fishery.
There is bycatch of targeted (e.g., undersize individuals) or non-targeted species in this fishery and measures (e.g., gear modifications) have been implemented that have been shown to reduce bycatch over a large portion of the species range OR no measures are needed because fishery is highly selective (e.g., harpoon; spear).

North Pacific fisheries have implemented measures such as conservative catch quotas, mesh size restrictions, no trawl zones, etc. to reduce bycatch (NPFMC, 1999). Other regulations, such as gear and area/season restrictions, are also used to reduce bycatch (NMFS 2004).

Bycatch of this species in other fisheries is low OR bycatch of this species in other fisheries inhibits its recovery, but effective measures are being taken to reduce it over a large portion of the range.

The continued removal of the bycatch species in the targeted fishery has had or will likely have little or no impact on populations of the bycatch species OR there are no significant bycatch concerns because the fishery is highly selective (e.g., harpoon; spear).
Bycatch | Threats | WWF

Overview
Wherever there is fishing, there is bycatch—the incidental capture of non-target species such as dolphins, marine turtles and seabirds. Thousands of miles of nets and lines are set in the world’s oceans each day. Modern fishing gear, often undetectable by sight and extremely strong, is very efficient at catching the desired fish species—as well as anything else in its path. A staggering amount of marine life—including turtles, dolphins and juvenile fish—is hauled up with the catch, and then discarded overboard dead or dying.

Fishing industry leaders increasingly realize the need to reduce this phenomenon. Proven solutions do exist, such as modifying fishing gear so that fewer non-target species are caught or can escape. In many cases, these modifications are simple and inexpensive, and often come from fishers themselves.

Despite new technologies and industry recognition of the issue, bycatch is still a major problem. Not only does it cause avoidable deaths and injuries, but the fishing methods can be harmful to the marine environments where they are employed. WWF aims to reduce bycatch by working with fisheries and helping develop and promote new technologies and gear for more efficient operations.

An uncertain future for our living blue planet
WWF’s Living Blue Planet Report on the health of the ocean finds that the marine vertebrate population has declined by 49 percent between 1970 and 2012. The report tracks 5,829 populations of 1,234 mammal, bird, reptile, and fish species through a marine living planet index. The evidence, analyzed by researchers at the Zoological Society of London, paints a troubling picture.

Causes
Bycatch occurs because modern fishing gear is very efficient, often covers an extensive area, and can be highly unselective—it catches not only the target species but many other marine animals as well. Poor fisheries management in certain countries further contributes to the problem. Widespread pirate fishing ignores regulations on net mesh sizes, quotas, permitted fishing areas and other bycatch mitigation measures.

**NON-SELECTIVE FISHING GEAR**

Fishing gear is largely non-selective—any species can be caught, including non-target species. Longlines, trawling and the use of gillnets are the fishing methods that most commonly result in bycatch. Longlining is a commercial fishing method commonly targeting swordfish, tuna and halibut, where hundreds or thousands of baited hooks hang at intervals along a single fishing line. The hooks (commonly called “J hooks”) cause problems for marine turtles when swallowed, usually resulting in death. Sharks, non-target billfishes and juvenile tunas are often hooked as well.

With trawling, boats drag large nets along the seabed, catching almost everything in their path. They can damage coral reefs and at shallow depths, catch marine turtles. Gillnets are mesh nets that allow fish to pass their heads and gill coverings through a hole in the mesh and then get stuck when they try to back out. They can be several miles long and up to 100 feet deep. Bycatch occurs because the nets also trap everything larger than the net’s mesh, which includes juvenile fish, sharks, seabirds, marine turtles and cetaceans (whales, dolphins, porpoises). The nets are very hard to see, blending in perfectly with the water and difficult for cetaceans to detect by echolocation. Gillnets that are lost at sea are rarely recovered and can continue to...
capture marine animals for many years.

Impacts

© Michel Gunther / WWF-Canon
Diver trying to rescue a leatherback turtle caught in a net.

It is estimated that over 300,000 small whales, dolphins, and porpoises die from entanglement in fishing nets each year, making this the single largest cause of mortality for small cetaceans. Species such as the vaquita from the Gulf of California and Maui’s dolphin from New Zealand face extinction if the threat of unselective fishing gear is not eliminated.

Hundreds of thousands of endangered loggerhead turtles and critically endangered leatherback turtles drown annually on longlines set for tuna, swordfish, and other fish. Incidental capture of turtles by longlines, trawls and gillnets is the single greatest threat to the survival of most populations.

What WWF is Doing
Here a green turtle that was accidentally caught in fishing gear is about to be returned to the wild by WWF staff.

Proven solutions do exist to reduce bycatch and others are being discovered. WWF and its partners are working to develop, test, and implement alternative fishing gear and to integrate conservation science into effective fisheries management. WWF and its partners are also working to strengthen legislation on bycatch and to raise consumer awareness about sustainably caught fish.

INSPIRING INNOVATION

Bycatch mortalities can often be reduced by modifying fishing gear so that fewer non-target species are caught or so that non-target species can escape. In many cases, these modifications are simple and inexpensive. WWF created the International Smart Gear Competition to promote the development of such innovative technology. WWF offers more than $50,000 in prize money to attract new ideas that may prove to be a valuable solution to some of the most pressing bycatch problems in fisheries around the globe. Winning entries have resulted in effective solutions to prevent bycatch of marine turtles and seabirds and have even been implemented by the recreational fishing industry.

ALTERNATIVE GEAR
WWF works with partners to introduce "circle" hooks. These hooks are far less likely to be swallowed by turtles than J-shaped hooks, which cause suffocation or internal bleeding when ingested. Working with the Inter-American Tropical Tuna Commission (IATTC) and other partners, we introduced the hook in eastern Pacific longline fisheries. As a result, marine turtle deaths may be reduced by as much as 90 percent without adversely affecting catches of swordfish and tuna.

In the Coral Triangle, WWF works with longline tuna fishing vessels to convert traditional hooks to circle hooks, which can maintain or even increase fish catches while decreasing turtle bycatch. Preliminary trials were a tremendous success, and WWF hopes to expand the program to all longline vessels in Papua New Guinea and Solomon Islands, helping to protect vulnerable populations of marine turtles and sharks while supporting local livelihoods.

In the Gulf of California, we’ve been working with partners on ways to reduce the threat of accidental vaquita capture. So far, a different type of trawl net has been developed and pilot tested. It contains an excluder device to reduce vaquita bycatch while still effectively catching shrimp.

### "Bycatch" Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>What causes bycatch?</td>
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<tr>
<td>What are the impacts of bycatch?</td>
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WILD-CAUGHT SEAFOOD RATING METHODOLOGY

The Safina Center’s (formerly Blue Ocean Institute) founders developed the first authoritative and transparent seafood analysis to determine the environmental cost of eating fished and farmed seafood. This analysis examined all aspects of the fishing or farming process, condensing vast amounts of scientific information into an easy-to-understand seafood report and rating; a concept that was quickly adopted by other marine organizations. These days, The Safina Center focuses on fished or wild-caught seafood to highlight the importance of healthy fish populations to our oceans, with analysis grouped into 5 major criteria:

1. Life history - species biology like growth rates and egg production
2. Abundance - comparing current fish numbers to fishery management goals
3. Habitat quality and gear impacts - what fishing method(s) is used and does it cause habitat damage?
4. Management - are there regulations in place that effectively protect the fish and their ecosystem?
5. Bycatch - are other fish or wildlife accidentally caught when fishing for the target fish?

The Safina Center uses a quantitative rating system to promote transparency for all seafood reports (and ratings). Each of the 5 criteria is given a low (1), medium (2) or high (3) score, which is adjusted up or down using additional questions, or “points of adjustment” (worth +0.25 or -0.25). These scores are averaged to generate a final score, ranging from 0-4, and color rating:

<table>
<thead>
<tr>
<th>Final Score</th>
<th>Color</th>
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<tbody>
<tr>
<td>2.40 - 4.00</td>
<td>Green</td>
</tr>
<tr>
<td>1.60 - 2.39</td>
<td>Yellow</td>
</tr>
<tr>
<td>0.00 - 1.59</td>
<td>Red</td>
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</table>
**Fish Key**

- Red: Species has a combination of problems such as overfishing, high bycatch, and poor management.
- Yellow: Some problems exist with this species' status or catch methods, or information is insufficient for evaluating.
- Green: Species is relatively abundant, and fishing methods cause little damage to habitat and other wildlife.
- Blue: A fishery targeting this species has been certified as sustainable and well managed to the Marine Stewardship Council's environmental standard. Learn more at [http://www.msc.org](http://www.msc.org).

These fish contain levels of mercury or PCBs that may pose a health risk to adults and children. Our source of information is [http://seafood.edf.org/](http://seafood.edf.org/). We also recommend that you check local advisories.

<table>
<thead>
<tr>
<th><strong>&quot;Seafood Rating Methodology&quot; Questions</strong></th>
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<tbody>
<tr>
<td><strong>What does the quantitative rating system used by the Safina Center tell us?</strong></td>
</tr>
<tr>
<td><strong>According to the quantitative rating system used by the Safina Center, what does it mean if a fish has a score of 1.5?</strong></td>
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<tr>
<td><strong>Response</strong></td>
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The Monterey Bay Aquarium Seafood Watch program creates science-based recommendations that help consumers and businesses make ocean-friendly seafood choices. Carry this guide with you and share it with others to help spread the word.

### BEST CHOICES

- Abalone
- Arctic Char (farmed)
- Barramundi (US & Vietnam farmed)
- Bass (US,ook, and line, farmed)
- Catfish (US)
- Chilean Monkfish & Oyster
- Cod (Pacific AK)
- Croaker (King, Shiner & Tanner (AK))
- Leather (Spiny, Nudibranch)
- Prawn (Freshwater (Canada & US)
- Prawn (Spot (AK & Canada))
- Rockfish (AC, CA, OR & WA)
- Sablefish (Black Cod (Canada farmed & AK))
- Salmon (AK & New Zealand)
- Stardock (CA, OR & WA)
- Sardine (Pacific (Canada & US))
- Sablefish (farmed)
- Shrimp (US, farm & Jootnote{C}}}n
- Tuna (Rainbow (US farmed)
- Tuna-Albacore (Pacific troll, pole and line)
- Tuna-Skipjack (Pacific troll, pole and line)

### GOOD ALTERNATIVES

- Branzino (Mediterranean farmed)
- Coho (Pacific (Canada & US)
- Crab (Blue & Dungeness (US)
- Gracies (Black & Red (US)
- Halibut (Atlantic (farmed)
- Leather (Bahamas & US)
- Mahi-Mahi (US troll & Ecuador)
- Monkfish (US)
- Octopus (Portugal & Spain pol)
- Pallas (Canada longline, gillnet & US)
- Salmon (Canada, CA, OR & WA wild)
- Scallops (sea (AK))
- Shrimp (Canada & US wild, Ecuador & Honduras farmed)
- Squid (Mexico & US)
- Swordfish (US)
- Tilapia (China, Indonesia, Mexico & Taiwan)
- Tuna-Albacore (US longline)
- Tuna-Skipjack (twin-screw, imported pole or line and line)
- 

### AVOID

- Abalone (China & Japan)
- Bona (Panama/Mexico)
- Coho (Atlantic Canada, CA, OR & WA)
- Crab (Pacific & Japan & Russia)
- Crab (Russia)
- Halibut (Atlantic (wild)
- Lobster (Spiny (Belize, Brazil, Honduras & Nicaragua)
- Megapode (Costa Rica, Guatemala & Peru)
- Orange Roughy
- Patagonia (Canada farmed)
- Salmon (Atlantic (farmed)
- Sardine (Atlantic Mediterranean)
- Shrimp (farmed)
- Shrimp imported
- Squid (China, Indonesia & Thailand)
- Swordfish (imported longline)
- Tuna-Albacore (US troll, pole and line, and longline)
- Tuna-Billfish
- Tuna-Skipjack (imported pole or line)
- Tuna-Webb (Atlantic troll, pole and line)

Start with Best Choices then check the other columns—your favorite seafood could be in more than one.

**Best Choices**

Buy first, they're well managed and caught or farmed in ways that cause little harm to habitats or other wildlife.

**Good Alternatives**

Buy, but be aware there are concerns with how they're caught or farmed.

**Avoid**

Take a pass on these for now, they're overfished or caught or farmed in ways that harm other marine life or the environment.

Visit us online or download our app for a comprehensive list of our recommendations.

**Monterey Bay Aquarium**

**Seafood Watch**

**Monterey Bay Aquarium**

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**Seafood Watch**
### Debrief

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>How did reading the entire “Pacific Cod Bycatch” text set prepare you to understand the complex text and complete the culminating task?</td>
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<tr>
<td>What are the implications for disciplinary literacy in your classroom?</td>
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<tr>
<td>What implications does this have for you as a mentor?</td>
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Building Rich Text Sets

- **Year**
  - What will students learn through reading, understanding, and expressing understanding of complex texts and why?
  - Determine a unit focus
  - Choose texts

- **Unit**
  - In what ways will students demonstrate they can read, understand, and express understanding of complex texts?
  - Create unit assessments
  - Connect and sequence texts

- **Lesson**
  - How will students learn from texts?
  - Create a sequence of tasks for students to practice standards and support them in meeting unit assessment expectations
  - Use texts
How do I create a text set?
The process described below is a suggestion and can be adapted in collaboration with colleagues.

**Identify grade-level content and anchor texts that explore that content.**

1. Consider what students need to be ready for life after K-12 to determine what they should learn in grades K-12. For example:
   - Learn about universal themes, other cultures and perspectives (e.g., RL.2.9, RI.5.6, or RL.9-10.6)
   - Read common texts, authors, and genres, such as myths or Shakespeare (e.g., RL.4.9, RL.6.9, RI.11-12.9)
   - Learn about historical events and time periods, popular science, music and art (e.g., RI.1.9, RI.3.3, or RI.8.9)

2. Determine the unit focus for several units in each grade and develop a progression of content across grade levels.
   - Unit focus examples:
     - Explore a concept or theme
     - Understand different perspectives about an idea or event
     - Learn more in depth about a topic from science, social studies, or the arts
     - Explore a writing style or format, such as an author study or genre study (i.e., mysteries, memoirs)

3. Select an anchor text for each unit focus and that meets many of the following criteria:
   - Students will be interested in the text or it allows for them to build reading stamina and perseverance.
   - The content of the text is age-appropriate.
   - The text is written by a published author and/or is high quality and contains accurate information.
   - The text is appropriately complex for the intended grade-level.
   - The text is available for classroom use (e.g., is found in a textbook anthology or online or can be purchased).
   - Sets seek to maintain a balance of literary and informational texts across the year.

4. Select texts that relate to the anchor text based on the unit focus.

5. Include variety and balance in text formats (i.e., print, media, visual, etc.) and lengths (poems, short stories/articles, novels) across the units.

6. Include texts that are within the grade-level text complexity range (or above for reading aloud).

**Determine related texts that support student understanding of the content and anchor texts.**

7. Sequence the texts sets across the year.

8. Work with teachers across grade levels to ensure knowledge and text complexity is built between grades.

9. Each set represents one unit. Depending on the grade and the set, units can range from 3-9 weeks.

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1 Selected texts may not meet all the listed criteria, but texts worth in depth study are likely to meet most criteria.

2 For struggling and advanced readers, support them during small-group instruction with related texts below the band to support reading growth and above the band for extension.

3 The complexity of texts should grow within and across the grade levels. While some students are able to understand main idea in a basic text, the same does not necessarily hold true with a complex text. Students need to engage repeatedly with multiple standards with different texts.
The Mentoring Cycle – Build Relationships
Partnership Agreements

**Guiding questions:**
What are partnership agreements?
Why are partnership agreements important?
What is the focus of mentor partnership agreements?
What are common partnership agreement topics?
How do mentors form partnership agreements?

A *partnership agreement* is . . .

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*They are important because*. . .

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Mentors form partnership agreements with mentees about:

<table>
<thead>
<tr>
<th>Areas</th>
<th>Notes/examples</th>
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<tbody>
<tr>
<td>Time</td>
<td></td>
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<tr>
<td>Location/logistics</td>
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<tr>
<td>Focus of mentoring</td>
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<tr>
<td>Instructional goal of lesson</td>
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<td>Expectations</td>
<td></td>
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<tr>
<td>Responsibilities of mentor and mentee</td>
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<td>Data to be collected</td>
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<td>Resources needed</td>
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<tr>
<td>Confidentiality</td>
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<td>Logistics for follow-up</td>
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Which areas of agreements do you think will be important to you and your mentee(s)?

How will you use agreements to build trust in your mentor-mentee relationship?
Setting Up a Partnership Agreement

Sample questions to guide a partnership agreement conversation:

- What do you want to accomplish in our work together?
- What services and support can I provide that will help you accomplish this goal?
- What are the best ways for us to work together?
- When will we work together?
- What resources will we need that will be helpful in our work? Who will bring those resources?
- How long do we expect this will take?
- What data do we want to use to know if we are successful?
- What do you want me to know about your preferences for my work with you?
- What is the best way for us to communicate?
Partnership Agreement Practice Scenario

Read the following scenario. Identify the partnership agreements evident and recommend others that would be useful for this mentor and mentee to form.

*Scenario, Part 1*

Deciding to serve as a mentor was a difficult decision for Felicia Cordova. She cares deeply about her students’ success and takes her responsibility for their learning seriously. She worried that having a mentee in her classroom might impact the quality of learning her students experienced. Ms. Cordova did not want to have a mentee limit her students’ success.

On the other hand, she saw the benefits of working with a mentee, contributing to the growth of a new teacher, and having another adult with whom to exchange ideas. Ultimately, she decided that not only would this partnership contribute to her own professional growth, but she also decided that she had much to offer a mentee. She accepted the mentor responsibility and wanted to form a good relationship with her mentee, Alex Morris. Ms. Cordova wanted to start off on the right foot with Mr. Morris. She was eager to have stimulating, intellectual conversations with him, to help him grow professionally, and to raise his consciousness about the decisions he was making in the classroom and their effect on students. In her first meeting with Mr. Morris, Ms. Cordova was concerned about Mr. Morris’s appearance. She communicated how important professional deportment and dress were to her during the time they worked together. She told Mr. Morris that she expected him to make the transition from a student to professional within the first week of school.

After spending the first week of the school year observing Ms. Cordova teach and debriefing after each observation, Mr. Morris was ready to begin co-teaching. Mr. Morris made it clear that he felt unsure about teaching the math curriculum and asked for Ms. Cordova’s support. He particularly asked for her help in using the curriculum resources and in assessing student learning. Ms. Cordova let Mr. Morris know that she wanted him to take a substantial role in teaching the math lesson and expected him to prepare and to ask any questions he might have about the lesson in advance. She suggested that one of their agreements be that either one of them feel free to add comments while the other was teaching.

One day, later in the school year, while teaching a lesson on adding two fractions with unlike denominators, Mr. Morris tells students that they should always multiply the denominators together. Mr. Cordova, recognizing that his statement is not completely accurate, raises her hand in the back of the classroom and asks Mr. Morris if his approach worked in every situation to get the least common denominator. For example, if we were adding 1/2 and 1/6, wouldn’t a common denominator be 6? Mr. Morris responds, “Ms. Cordova, you are right. It is important to find the smallest denominator that both fractions share in common.”
During the debrief of the lesson with Ms. Cordova, Mr. Morris analyzed his lesson, clarified his understanding of the math, described how he would clarify with students the error so that there were no lingering misconceptions.

**Partnership agreements evident:**

**Other recommended agreements:**
Handling Breakdowns in Partnership Agreements

Breakdowns are natural, and can strengthen a relationship when handled immediately and positively. The process below is one way to address a breakdown when it occurs.

- Acknowledge the breakdown
- Clarify or renegotiate the partnership agreement—looks like and sounds like
- Recommit to the partnership agreement
- Check in on how it is going

Areas for Personal Partnership Agreements
The Mentoring Cycle – Conduct Observations

- **Conduct Observations**
  - Content knowledge and pedagogy; classroom management techniques

- **Analyze Observation Data**

- **Set Goals**

- **Diagnose**
  - What do my mentees need?

- **Measure Progress**
  - How am I going to figure out if they got better?

- **Coach**
  - How am I going to help my mentees get better?

- **Reflect**

- **Model Best Practices**
  - Content knowledge and pedagogy; classroom management techniques

- **One-on-One Debriefs**

- **Build Relationship**

- **Plan for Interventions**

- **Set New Goals**

- **Co-Teaching**

- **Difficult Conversations**
## Observing a Teacher in Action: Dos and Don’ts

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<tr>
<th>Do</th>
<th>Don’t</th>
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<tr>
<td>Stay close to the action</td>
<td>Hang back and miss what’s happening</td>
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<tr>
<td>Watch carefully and ask questions of students while they’re working</td>
<td>Jump in to “fix” this one lesson</td>
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<td>Look specifically for evidence of the focus of your observation and when it occurred during the lesson (e.g., rigor)</td>
<td>Take unfocused notes on a range of topics</td>
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<td>Script exactly what you hear from teacher and students</td>
<td>Only write down things that fit a preconceived idea or jump to judgements</td>
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# Classroom Observation Tool

**Focus:**

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<tr>
<th>Look-Fors</th>
<th>Student Behaviors</th>
<th>Teacher Behaviors</th>
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**Summary of Observation:**


Analyzing Observation Data

Three key components of analyzing observation data:
- Analyze observation notes
- Recognize strengths and areas for growth
- Prioritize

Analyze Observation Notes:
Go back to your observation notes.
- Keep the focus of the observation in mind.
- Look for evidence or lack of evidence of the focus.
- Highlight and make notes in another color with that lens.

Recognize Strengths and Areas for Growth and Prioritize:
Go back to your highlights and analysis notes on your observation notes.

What does strong teaching for the focus area look like?

<table>
<thead>
<tr>
<th>Strengths: Where do I see strong teaching for the focus area? (list)</th>
<th>Areas for Growth: Where do I see areas of missed opportunity? (list)</th>
<th>Prioritize One Area for Growth: When I think about what matters most for the focus area, which area for growth is most important? (select and make notes)</th>
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Other questions to support prioritization:

- Is my mentee focusing the lesson on a high quality text (or multiple texts)?
- Is my mentee employing questions and tasks, both oral and written, that are text specific and reflect the standards?
- Does my mentee provide ALL students with opportunities to engage in the work of the lesson? (productive engagement) Or does the teacher “get in the way” (by pushing one over the others, by taking away the challenge and not allowing students to struggle, by answering questions for students, etc.)?
- What was the intended outcome and how does it align to what matters most for students to be able to read, understand, and express understanding of complex texts?
- During this lesson, did you gather evidence of student progress toward long-term goals in getting students to read, understand, and express understanding of complex texts?
Module 4 Review
In your team, review the outcomes (p. 2) for Module 4. Share how you anticipate applying what you learned as a mentor.

Exit slip
Use an index card on your table to complete these three stems.

1. *Before I thought... and now I think...*

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

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