Louisiana Department of Education
Mentor Teacher Training

Module 4:
Shifts in ELA Instruction
& Reflection Conversations

Secondary ELA Cohort

Facilitated by Learning Forward

Module 4 Outcomes

Mentor teachers will:

1. Compare and contrast two approaches to literacy instruction.
2. Describe how the instructional shifts in ELA impact teaching.
3. Acquire tools for gathering data from classroom observations of teaching and student learning.
4. Plan and facilitate reflection conversations using data gathered from classroom observations.

Module 4 Agenda

8:30-12:00

- Shifts in mathematics standards
- Mathematics curricular resources

12:45-4:00

- Reflection conversations protocols
- Planning reflection conversations
- Application practice

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 including personal technology

Reflecting on Module 3

- What ideas stuck with me about Module 3?

- What am I wondering about now?

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Content Leader Module 1

Comparing Two Approaches: Shifts Experiential

Objectives	Agenda
• Compare and contrast two approaches to literacy instruction • Describe how the instructional shifts impact teaching and learning	

Time	Task
8	Getting Started
15	Pre-Shifts Experiential
20	Reading and Discussion
12	Debrief
5	Closing

Experiential #1: Pre-Shifts

Directions: As you read, make at least one meaningful connection (to self, text, or world).

The Story of Prometheus

Once upon a time, a long time ago, the gods ruled the people of the earth. For a while the people had been happy, but now they were not. Their lives were hard.

Jupiter was the head of the gods, and he was not happy with the people. He thought they complained a lot about their hard lives. He thought they did not respect the gods as they should.

One of the other gods was named Prometheus. Prometheus was different from Jupiter. He felt sorry for the people of the earth. He could see that they were very unhappy. “I will help these poor people,” said Prometheus to himself. “I will bring fire to these people, and this will make their lives better and happier.”

So, Prometheus stole some lightning from Jupiter and brought fire to the people. He was delighted to see that people’s lives got better. They could cook their food and keep warm in winter.

But, Jupiter was furious! He decided to punish Prometheus for stealing his lightning and bringing fire to the people of earth. Jupiter chained Prometheus to a huge rock. He sent an eagle to nibble at poor Prometheus. He sent ocean storms to wash up against Prometheus on the rock. Prometheus knew he had done the right thing by bringing fire to the people of the earth. But he had to suffer forever.

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Comprehension Questions

Directions: Independently complete the questions. Remember to answer in complete sentences and to explain your thinking.

1. Why did Jupiter decide not to give fire to humans?

2. How did Jupiter punish Prometheus?

3. How would you have felt if you were Prometheus at the end of the story?

4. What do you think Prometheus will do next?

5. Whom do you like better, Prometheus or Jupiter?

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Stop and Jot: Experiential #1 (Pre-Shifts)	
What did you notice about this experience?	What did you wonder about this experience?

ENGLISH LANGUAGE ARTS CONTENT MODULES

Experiential #2: Post-Shifts

Ancient Greek Myths: Stories of the Gods

What does it mean to "open a Pandora's box." Why is one of our planets called Jupiter? Why do we call someone "as strong as Hercules"? What is a person with a "narcissistic personality" like? What is a "hero's journey"?

All of these terms – and many more - come from Greek myths. The myths were stories that were told and re-told, for many hundreds of years, by the ancient Greek people. They were all stories of Greek gods, and many of them told how those Greek gods connected with the people of earth. Later, as the Greek cities were taken over by others, the Greek gods and goddesses acquired Roman names.

Who were the Greek gods?

In the ancient Greek view of the world, there were many gods and goddesses. Each one had a different role in the universe, and different powers. For example, there was a head god (named Zeus by the Greeks, then later changed to Jupiter by the Romans). He had power over the other gods. There was a goddess of wisdom, Athena, and a god of war, Ares. Cupid was the god of love, Apollo was the god of the sun, Aphrodite was the goddess of beauty, Hermes was the messenger of god – and there were many others. The ancient Greeks, and later the Romans, built temples to their gods, and honored them in many ways.

The gods were powerful, but they were not always good or wise. The Greeks thought of their gods as being much like human beings themselves, with all of their strengths and weaknesses. However, one huge difference between the gods and the people of the earth was mortality. The gods and goddesses were immortal – they could not die. People, on the other hand – no matter how good and wise they might be – would eventually suffer and die.

What were the Greek myths?

People have always tried, hard, to understand the world they live in. That effort to understand the world led to the development of myths. Myths are stories that people tell to explain to themselves and their children how the world works. All of the Greek myths involve the gods and goddesses, and many of them also involve people. Some Greek myths are stories of nature itself; for example, why we have seasons. Others are

stories of people's behavior; for example, how people learn from their mistakes not to be too proud or arrogant.

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Why do myths matter?

Today, the stories of these ancient gods and goddesses still appear in our own culture. Maybe even more importantly, the questions that they addressed – why is the world the way it is? What does it mean to be heroic? How do we humans need to behave? - are all questions that human beings of any age, including our own, need to grapple with. Reading the ancient Greek myths can help us in our own time.

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The Story of Prometheus: I. How Fire Was Given to Men from *Old Greek Stories*

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter[1] and been sent in chains to the strong prison-house of the Lower World. (1)

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

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

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn[2] was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures. (5)

"If they only had fire," said Prometheus to himself, "they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."

Then he went boldly to Jupiter and begged him to give fire to men, so that they might have a little comfort through the long, dreary months of winter.

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[1] Jupiter (Roman) is the same as Zeus (Greek).
[2] Saturn (Roman) is the same as Cronus (Greek).

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"Not a spark will I give," said Jupiter. "No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith[3] which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling[4] of the sun in the far east.

"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said. (10)

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly. Then he turned and hastened back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,[5] and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

"A new Golden Age shall come, brighter and better by far than the old!" (15)

[3] pith: soft, spongy tissue inside a plant
[4] dwelling: home, place to live or stay
[5] plow and sow and reap: farm

ENGLISH LANGUAGE ARTS
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Questions

Directions: Working with your partner, carefully read each question. Go back into the text and discuss your thinking about each question. Write your response and cite evidence from the text.

1. According to the text, the name Prometheus means "forethought". What does this tell us about the character?

2. In paragraph 5, look at the words "wretched" and "shivering". What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living?

3. According to the text, why does Jupiter refuse to give people the gift of fire? What does this tell you about what Jupiter cares most about?

4. How does Prometheus respond? What does this tell you about what Prometheus cares most about?

5. Think about the name for the gods in this story, the "Mighty Ones." What does the word "mighty" mean? Why do you think the author names the gods the "Mighty Ones"? Use evidence from the text to support your thinking.

6. Think about the differences between Jupiter and Prometheus in this myth. What do you think this tells us about the ancient Greek view of their gods?

Stop and Jot: Experiential #2 (Post-Shifts)	
What did you notice about this experience?	What did you wonder about this experience?

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Reflect and Discuss Compare and contrast the two experiences.	
What was similar?	What was different?

Capture Your Learning
Before the shifts, teachers may have been…
With these shifts, teachers should be…

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Content Leader Module 1

Laying Our Foundation: The Instructional Shifts

Objectives	Agenda
• Name the three instructional shifts in literacy • Understand what these instructional shifts are and why they are important	

Time	Task
10	Getting Started
15	Complexity
15	Evidence
15	Knowledge
15	Closing

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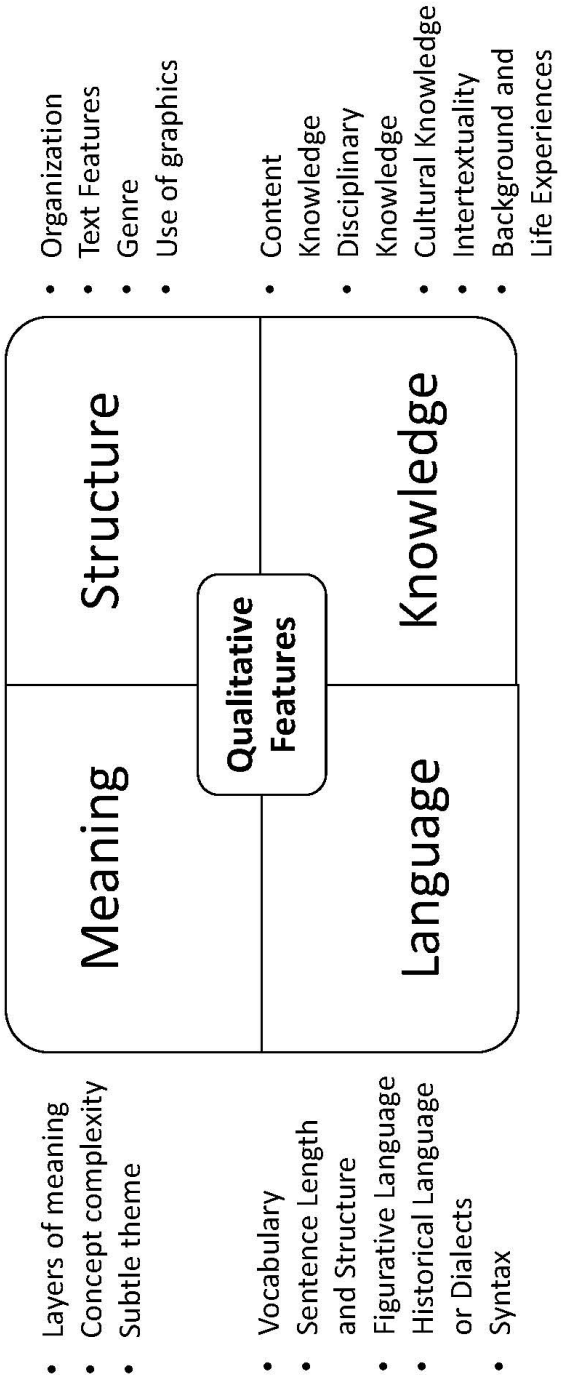
Instructional Shifts Overview: ELA/Literacy

Shift	Description
Complexity: Practice regularly with complex text and its academic language	Rather than focusing solely on the skills of reading and writing, college- and career-ready standards like the Louisiana Student Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. These standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).
Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational	College- and career-ready standards like the Louisiana Student Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the standards expect students to answer questions that depend on their having read the text or texts with care. The standards also require the cultivation of narrative writing throughout the grades; in later grades, a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.
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.

Source: Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy

Qualitative Features of Text Complexity



ELA Content Leader Module 1, Morning P-01.13

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Evidence in our Experiential Compare the questions asked in the two experientials.	
Pre-Shifts Questions	Post-Shifts Questions
1. Why did Jupiter decide not to give fire to humans? 2. How did Jupiter punish Prometheus? 3. How would you have felt if you were Prometheus at the end of the story? 4. What do you think Prometheus will do next? 5. Whom do you like better, Prometheus or Jupiter?	1. According to the text, the name Prometheus means "forethought". What does this tell us about the character? 2. In paragraph 5, look at the words "wretched" and "shivering". What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living? 3. According to the text, why does Jupiter refuse to give people the gift of fire? What does this tell you about what Jupiter cares most about? 4. How does Prometheus respond? What does this tell you about what Prometheus cares most about? 5. Think about the name for the gods in this story, the "Mighty Ones." What does the word "mighty" mean? Why do you think the author names the gods the "Mighty Ones"? Use evidence from the text to support your thinking. 6. Think about the differences between Jupiter and Prometheus in this myth. What do you think this tells us about the ancient Greek view of their gods?

- What did you have to do or think about to answer the questions in the pre-shifts experience?

- What did you have to do or think about to answer the questions in the post-shifts experience?

- How did this difference affect your understanding of the text?

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Culminating Writing Task Directions

Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life?

To answer these questions:

- Describe the changes in Charlie over the course of the text as a result of the surgery.
- Examine how the author's choices (e.g., difference in Charlie's point of view and that of the audience (*dramatic irony*) and the structure of the text as a series of journal entries) reveal Charlie's changes.
- Evaluate whether the changes had a positive or negative impact on Charlie.
- Determine how the author's choices impact the way the reader views the changes in Charlie.
- Locate evidence to support your claim and acknowledge evidence that supports an opposing claim.

Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations.

ENGLISH LANGUAGE ARTS CONTENT MODULES

Excerpt from the Guidebooks Text List

Retrieved from: http://www.louisianabelieves.com/docs/default-sou…

Unit Title	Text List	Observations & Reflections
Grade 4: The Whipping Boy	• The Whipping Boy • The Horrible, Miserable, Middle Ages • A Medieval Feast • The Usborne Internet-Linked Medieval World • Magic Tree House Fact Tracker: Knights and Castles • "The Middle Ages" • The Amazing Middle Ages • Interactives: Middle Ages • Middle Ages for Kids: Index • History: Middle Ages Timeline for Kids	
Grade 5: The Birchbark House	• The Birchbark House • Ice Age (DVD) – select clips • The First Americans: Prehistory-1600 (A History of US, Book 1) • Pedro's Journal • Before Columbus: The Americas of 1491 • Excerpt from "A Letter to the Treasurer of Spain" • "The Columbian Exchange" • "Columbus" • "Images of Christopher Columbus and His Voyages"	
Grade 6: If Stones Could Speak	• If Stones Could Speak: Unlocking the Secrets of Stonehenge • "The Adventures of Young Indiana Jones, Episode 1: My First Adventure" • "Profiles of Archaeologists" - *Intrigue of the Past* • "Archaeology: Then and Now" – *Fundamental Concepts Introduction* • "Archaeology 101" • "Travel" • "The Excavation Process: How We Excavate" (video) • "What is Archaeology?" (video)	

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Unit Title	Text List	Observations & Reflections
Grade 8: Sugar	• *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science* • *I is a Long-Memoried Woman* • "How Sugar Changed the World" • *Present* • "Sugar" • Cane Cutting Scene • "State of Sugar" (video) • "Louisiana Sugarcane Farmer" (video)	
Grade 9: Romeo and Juliet	• *Romeo and Juliet* • *Romeo and Juliet* (DVD) • "Teenage Brains are Malleable and Vulnerable, Researchers Say" • "Understanding the Mysterious Teenage Brain" • "A Poison Tree" • "The Raven" • "The Teen Brain: Still Under Construction" • Where's Romeo? (c. 1912) (Act III, Scene III) • The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet, 1853-55 • "Understanding the Mysterious Teenage Brain" (audio) • "Beautiful Brains (photo gallery)	
Grade 10: Things Fall Apart	• *Things Fall Apart* • "An African Voice" from The Atlantic Online, August 2, 2000 10.1 • "Chinua Achebe: The Art of Fiction No. 139" from The Paris Review, Issue #133, Winter 1944 • "Afro-American Fragment" • "A Celebration of Grandfathers" • "Mother Tongue" • "The Tower of Babel" • "The White Man's Burden" • "Languages" • "The Second Coming" • "Pre-Colonial Africa, 17th and 18th Centuries" (*The Cambridge Modern History Atlas)* • "The Colonization of Africa, 1870-19190" *(The Cambridge Modern History Atlas)*	

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Capture Your Learning Mr. Smith is a new teacher at your school. This is his first year teaching the Louisiana Student Standards and the ELA Guidebooks. Over lunch one day he asks you, "What are these instructional shifts I keep hearing about? Why are they important?
Plan your response!

ENGLISH LANGUAGE ARTS CONTENT MODULES

Closing Reflection	
What resonated most with you this morning?	
What implications does this learning have on your practice?	

ELA Content Leader Module 1 Bibliography

November, 2017

This bibliography is organized in the order that citations appear in this Content Leader Module.

All Sessions:

1. English Language Arts LearnZillion Guidebooks 2.0 Unit: Flowers for Algernon. (2017). Retrieved from https://learnzillion.com/resources/78764-flowers-for-algernon

Session 1: Welcome and Introduction

1. Chingos, M. M., & Whitehurst, G. J. (n.d.). *Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core*.
2. Pondiscio , R. (2017, September 06). Louisiana Threads the Needle on Ed Reform: Launching a coherent curriculum in a local-control state. Retrieved from http://educationnext.org/louisiana-threads-the-needle-ed-reform-launching-coherent-curriculum-local-control/
3. Wiener, R., & Pimentel, S. (2017, April 2). Practice What You Teach: Connecting Curriculum and Professional Learning in Schools. Retrieved from https://www.aspeninstitute.org/publications/practice-teach-connecting-curriculum-professional-learning-schools/

Session 2: Experiencing the Instructional Shifts

1. College- and Career-Ready Shifts in ELA / Literacy. (n.d.). Retrieved from https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy
2. ACT (2006). Reading between the lines: What the ACT reveals about college readiness in reading. Iowa City, IA.
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7. Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers memory of text. *Journal of Educational Psychology, 80*(1), 16-20.

Session 3: Elements of Effective Professional Learning

1. Teachers Know Best: Teachers' Views on Professional Development. (2015). Retrieved from http://k12education.gatesfoundation.org/resource/teachers-know-best-teachers-views-on-professional-development/
2. The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development. (2015, August 4). Retrieved from https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development
3. Guskey, T. R., & Yoon, K. S. (2009). What Works in Professional Development? *Phi Delta Kappan, 90*(7), 495-500. doi:10.1177/003172170909000709
4. Leana, C. R. (2011). The Missing Link in School Reform. Retrieved from https://www2.ed.gov/programs/slcp/2011progdirmtg/mislinkinrfm.pdf
5. Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession. Washington, DC: National Staff Development Council. https://learningforward.org/docs/pdf/nsdcstudy2009.pdf
6. Calvert, L. (2016). Moving from compliance to agency: What teachers need to make professional learning work. Oxford, OH: Learning Forward and NCTAF.
7. Ben Jensen, Julie Sonnemann, Katie Roberts-Hull and Amélie Hunter, "Beyond PD: Teacher Professional Learning in High-Performing Systems" (Washington, DC: National Center on Education and the Economy, 2016).
8. The Role of Deliberate Practice in the Acquisition of Expert Performance. K. Anders Ericsson, Ralf Th. Krampe, and Clemens Tesch-Romer (1993) Psychological Review 1993, Vol. 100. No. 3, 363-406 https://www.gwern.net/docs/psychology/writing/1993-ericsson.pdf

Session 4: Understanding Your Context

1. N/A

Session 5: Our Path Forward

1. Augmentation. (2017). Retrieved from https://www.merriam-webster.com/dictionary/augmentation

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Reflection Conversation

Guiding questions:
• What is a reflection conversation? • When do mentors have reflection conversations with residents? • How do mentors apply the mentor stances in reflection conversations? • How do mentors prepare for reflection conversations? • What prompts or questions do mentors use in reflection conversations? • What can I learn about reflection conversations from observing one modeled for me? • What can I learn about reflection conversations from practicing one?

The overarching purpose of reflection conversations is to promote a resident teacher's professional confidence, competence, and efficacy. A reflection conversation can occur after demonstration teaching, co-teaching, or observations. After demonstration teaching, the mentor and resident reflect on the mentor's teaching practices and their effect on student learning. After a co-teaching lesson, the mentor and resident together analyze the effect of their co-teaching behaviors on student learning. After the mentor observes the resident teacher, they meet to reflect on how the resident teacher's behaviors influenced student learning.

In a reflection conversation, a mentor's goal is to facilitate a resident teacher's analysis of the instructional practices and decisions and their effect on student learning. A mentor also strives to deepen a resident teacher's awareness of how his or her beliefs, assumptions, and aspirations influence his or her practice. Sometimes reflection conversations include one or more mentor stances to develop a resident teacher's professional practice.

Consult	**Collaborate**	**Mediate**
Mentor directs the reflection conversation by describing what he or she observed and how it affected student learning.	Mentor shares responsibility for the reflection conversation by engaging the resident in jointly identifying the teaching practices and their effect on student learning.	The mentor facilitates the resident's self-analysis of his or her teaching practices and their effect on student learning.

Mentoring cycle
for demonstration teaching, co-teaching, and observing and reflecting

Planning conversation

- Clarify student and teacher learning goals
- Describe teaching strategies
- Determine assessment measures and techniques
- Clarify mentor's role

Teaching (Observation)

- Gather data about teaching practices and student learning, work, and behaviors

Reflection Conversation Part 1

- *Analyze*
  - Review/analyze data about teaching and student learning collected
  - Compare what actually happened with what was desired and planned
  - Formulate inferences about the interaction between student learning and teacher behavior by looking at student work

Reflection Conversation Part 2

- *Apply*
  - Discuss alternative teaching practices
  - Develop insights about practice and self
  - Examine what was learned about teaching and process of mentoring
  - Consider what to apply in subsequent situations

Preparation for a reflection conversation

- Review the teacher's learning goal.

- Review the data collected about teaching behaviors and student learning.

- Select appropriate stance.

- Prepare/select questions or prompts for the conversation.

Potential prompts/questions for reflection conversations

Teacher decision making

- Teachers make many decisions as they teach. I am interested in the decisions you found yourself making during this lesson. Tell me about some of them and share your decision-making process. What effect did your decisions have on student learning?
- In what ways was this lesson different from what you planned? What do you think accounted for those differences? What was the effect of the shift from what you had intended?
- What did you notice about your own thinking and decision making during the lesson? How did your thinking and decision making affect students?
- What evidence do you have from the lesson that tells you if you students achieved the lesson's goals?
- What learning(s) are you taking away from this lesson that you can apply to future lessons?

Student learning

- What did you notice about student learning during the lesson?
- What are some specific examples of student learning that met your expectations?
- What are examples of student learning that did not meet your expectation?
- Think about a student who was struggling during the lesson. What part of the lesson helped clarify the student's misunderstanding?
- When you were talking with students as they were practicing the learning, working in groups, or working independently, what did you notice about their work?
- How did the students' questions and comments help you understand what helped and hindered their learning?
- How were students engaged in the lesson and applying the content in authentic ways?
- How do you know the students left with a clear understanding of the lesson and any homework they had?
- What did you learn about your students' learning today that will help you in the future as you plan and teach?

Instructional practices

- How did students know what was expected in terms of behavior in your classroom?
- What prepared students for today's lesson and helped them be ready to learn?
- What was the outcome of the lesson? Which standard(s) were the focus of the lesson?
- What did you do to make the outcome clear to the students?
- How were students making connections with today's lesson and previous and future ones?
- Talk about teaching strategy or methodology you used and how it fit with this lesson's content.
- What other strategies might have been used?
- How did you assess students throughout the lesson?

- What did/will you do for the students who have a difficult time achieving the lesson?
- What did/will you do to reinforce the learning for students who need additional reinforcement?
- What did you do while the students were practicing the learning independently or in groups?
- What are your plans for tomorrow? Where will you take this from here?
- How did you accommodate different students' learning styles, needs, interests, cultural background, and academic levels?
- How did you determine what instructional materials or resources (board, trade books, text, handout, video, etc.) to use during the lesson?
- What lessons are you taking away about your own teaching practices from today's class that will strengthen your practice in the future?

Notes on model reflection conversation

Practice Reflection Conversation

Plan to gather data from classroom observation linked to the teacher-learning goal and teacher preparation competencies. Revisit Module 3 to review these.

Gather data from the classroom observation.

Analyze data gathered and plan powerful questions for reflection conversation.

Teacher strategies/questions (T) and student questions (St)	Student responses	Level literal-inferential) and direction of questions (which students)

Potential questions to ask the teacher about the data as it relates to her goal.

Assignments

Prior to the next session, complete the following assignments:

- Co-teach with a colleague or new/resident teacher. Reflect on the experience using the reflection form that follows.
- Observe in a classroom to practice gathering data. Bring data collected to next session to share.
- Consider you are applying the instructional shifts in ELA and bring evidence from student work that demonstrates how you are applying the shifts in your classroom practice.
- Hold a reflection conversation. Complete the reflection conversation analysis below.

Co-teaching reflection:

What agreements did you establish prior to co-teaching? How did you decide those were the most important ones to establish?

What were the learning goals for you and your co-teacher for this co-teaching experience? How did you assess your success?

Which co-teaching method(s) did you use? Describe the factors you and your resident teacher/colleague considered to choose the co-teaching method you did.

What unanticipated surprises, issues, or challenges did you encounter and how did you and your co-teacher handle them? If you didn't have any, what might have contributed to the absence of them?

What will you do in future co-teaching situations, particularly with resident teachers, that will strength the opportunity for both teacher and student learning?

ELA shifts

Consider the shifts in ELA instruction. Examine how your current instruction aligns with the shifts. Provide several examples from your classroom that demonstrate how you are applying the shifts. Bring samples of student work as evidence of your application of the shifts.

Reflection conversation analysis

Describe briefly the reflection conversation. With whom did you hold the conversation? What was the teacher's learning goal? What was the student learning goal?

Which stance (consult, collaborate, mediate) did you intend to take? Explain your reason for selecting this stance?

What were some prompts or questions you prepared/selected for the conversation? Analyze how two of those prompts or questions aligned with your selected stance.

What did you learn about your use of communication skills (pausing, paraphrasing, questioning, and positive presuppositions) during the reflection conversation?

What did the teacher learn as a result from this reflection conversation?

What did you learn as a mentor from this reflection conversation?