Louisiana Department of Education
Mentor Teacher Training

Module 3:
Co-Teaching, Communication Skills, & Data Gathering

Secondary Math Cohort

Facilitated by Learning Forward

Mentor Teacher Training

Module 1 Agenda

Outcomes

1. Establish a community of learners and conditions for learning that creates a sense of safety, support, and risk-taking.
2. Gain understanding of the roles, responsibilities, expectations, and certification requirements for mentors and set goals for their own learning based on a personalized assessment.
3. Develop understanding about the available guidebooks for their respective content areas and protocols for using the guidebooks in conversations with resident teachers about their respective content and content-specific pedagogy.

Content

1. Course and module overview
2. Learning teams
3. Mentor distinction criteria and self-assessment
4. Mentor roles and responsibilities
5. Standards, teacher-preparation competencies, and curriculum alignment

Module 2 Agenda

Outcomes

1. Determine partnership agreements that solidify a productive mentoring relationship with resident and novice teachers.
2. Use deep listening to analyze the causes of resistance and address it.
3. Apply criteria for determining which mentoring stances to take to support residents and novice teachers, factors influencing decisions to choose a stance, and strategies for shifting stances for gradual release.
4. Apply the classroom supporter role to develop content-specific pedagogical competencies of resident and novice teachers to prepare for and reflect on effective Tier 1 instruction.
5. Examine stages of the mentoring cycle to provide classroom-based support for resident and novice teachers.
6. Apply protocol for classroom-observation planning conversations.

Content

1. Partnership agreements
2. Mentor stances
3. Deep listening
4. Dimensions of classroom support role
5. Mentor cycle
6. Demonstration teaching
7. Protocols for planning classroom observations

Module 3 Outcomes

Mentor teachers will:

1. Refine processes for **co-teaching** with resident/new teachers.
2. Apply understanding of **gradual release of responsibility** to co-teaching.
3. Develop **core communication skills** for engaging new and resident teachers in planning and reflecting conversations and other forms of feedback that occur as a part of debriefing demonstrations and co-teaching.
4. Acquire skills for **gathering data during observations** to use during reflection conversations.

Module 3 Agenda

8:30-12:00

- Review and revisit Modules 1 & 2
- Reflection on assignments
- Co-teaching with resident teachers

12:45-4:00

- Communication skills for building mentor relationships and constructive feedback
- Data gathering during observations

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 and the use of personal technology

Reflections on assignments

- Take-aways from readings in Chapters 2-13 *Taking the Lead: New Roles for Teachers and School-based Coaches*

- Partnership agreements

Planning conversation

Successes	Challenges

Co-Teaching

Guiding questions:

- What is co-teaching?
- What are the strategies for co-teaching?
- What are the common agreements for co-teaching and why are they necessary?
- What is the process for co-planning and co-reflecting co-teaching?
- How do I prepare to co-teach with residents/new teachers?
- How does the gradual release of responsibility apply to co-teaching?
- How do I help residents/new teachers learn about models of co-teaching?
- What are common challenges in co-teaching?
- How do I avoid the challenges?

Co-teaching is . . .

"Two teachers working together in the same space to meet student needs."

Heck, T. & Bacharach, N. (2014). *Mentoring teacher candidate through co-teaching: collaboration that makes a difference*. St. Cloud, MN: Academy for Co-teaching & Collaboration.

"Two teachers (teacher candidate [resident] and cooperating teacher [mentor]) working together with groups of students; sharing the planning, organizations, delivery and assessment of instruction, as well as the physical space."

Bacharach, N., Heck, T., Dahlberg, K. (2013). Researching the use of co-teaching in the student teaching experience. In Colette Murphy & Kathryn Scantlebury (eds.) *Moving forward and broadening perspective: Co-teaching in international contexts* (pp. 35–52). New York: Springer Publishing.

Worries and hopes of co-teaching

Worries/challenges	Hopes/benefits

Core components of co-teaching

Co-teaching is deliberately planned, enacted, and analyzed. The core components of co-teaching--co-planning, co-teaching, and co-reflecting--are listed below:

Co-planning

- Assess readiness for co-teaching
- Create agreements
- Co-review/plan lesson and teacher learning outcome
- Select best model for co-teaching to achieve student and teacher learning outcome
- Revisit lesson to refine plan to integrate appropriate co-teaching strategy

Co-teaching

- Co-teach
- Gather data about student learning, teaching practices, unanticipated issues, and successes noted

Co-reflection on co-teaching

- Reflect on co-teaching including student learning, adherence to agreements, application of co-teaching strategy, gradual release of responsibility, teaching practices, unanticipated issues, and successes noted
- Determine next steps for co-teaching and mentoring in general

Co-teaching readiness factors

Mentors	Resident/mentee

Co-teaching partnership agreements

Topic	Notes
1. Values about teaching and learning	
2. Professional goals • Resident teacher • Mentor • Feedback process	
3. Communication/relationship • Frequency • Style • Method/mode • Clarity of purpose • "Slippery eggs" • Personal/cultural boundaries • Expectations • Interaction during instruction • Problem solving • Flexibility • Confidentiality • Consulting with others	
4. Instruction • Content • Lesson outcome(s) • Pedagogy • Assessment method(s) • Resources • Student responsibilities/ behaviors • Responsibilities related to co-teaching strategies • Other resource personnel	
5. Student behavior/classroom environment • Student behaviors/misbehavior • Classroom space • Instructional support materials	
6. Logistics • Space • Resources • Time • Decision making • Emergencies/urgent issues • Professional deportment • Boundaries	

Co-teaching strategies

Co-teaching strategies	Description	Examples/Possible uses
One teaches, one observes students		
One teaches, one assists		
Station teaching		
Parallel teaching		
Supplemental teaching		
Alternative or differentiated teaching		
Team teaching		

Heck, T. & Bacharach, N. (2014). *Mentoring teacher candidate through co-teaching: collaboration that makes a difference*, p. 52. St. Cloud, MN: Academy for Co-teaching & Collaboration.

Reflecting on co-teaching

- Review student learning outcome(s)
- Review teacher learning goal(s) (use Compass rubric to clarify expected practice)
- Review data collected/available
- Analyze data to identify trends, patterns, and outliers
- Analyze the co-teaching strategy and instructional decisions and preparation for their effect on student learning and teaching practices
- Specify the interaction between teaching behaviors and student learning
- Analyze the effectiveness of co-teaching strategy for its appropriateness and effectiveness based on student learning data
- Formulate generalizations, conclusions, hypotheses, lessons learned, etc. from the experience that can be applied in future instruction
- Identify next steps for co-teaching and mentoring support related to resident professional growth goals
- Make requests to improve co-teaching agreements and processes for future co-teaching episodes

Co-teaching worries/challenges and solutions

Worries/challenges in co-teaching (refer to your list on p. 6)	Solutions/approaches/ideas

Next steps

- Revisit the guiding questions to reflect on what you learned about co-teaching.
- What are your next steps to strengthen your co-teaching practice to support both student and resident teacher/novice teacher learning?

Mentor Communication Skills, Continued

Guiding questions:

- What are the core communication skills mentors use to develop and sustain a productive relationship focused on growing the competency, confidence, and efficacy of residents/new teachers?
- How does pausing promote thinking?
- What are the three types of paraphrasing mentors use to demonstrate they are listening?
- How do mentors use positive presuppositions to build resident/new teacher competence, confidence, and efficacy?
- How do I use questions to promote thinking?
- How do I improve my communication skills?

- **Student content-area standards (ELA, math, disciplinary literacy, other disciplines)**
- **State curriculum**
- **Teacher-preparation competencies**
- **Effective instruction**

- **Mentor distinction criteria**
- **Roles and responsibilities**
- **Coaching supports**
- **Coaching cycle**
  - **Assessing**
  - **Goal setting**
  - **Observing**
  - **Conferring**
- **Gradual release**

- **Partnership agreements**
- **Trust**
- **Growth-oriented (difficult) conversations**
- **Handling stress**

Pausing

Pausing within conversations allows those in interactions to process their thinking. Often referred to as wait time based on the research of Mary Budd Rowe, it acknowledges that the depth and quality of responses improve when pausing becomes a common practice. Pausing opens up opportunities for paraphrasing, productive questions, and more thoughtful responses. Pausing helps both internal and external processors. Internal processors benefit from gaining time to formulate their thoughts. External processors benefit when they have time to organize their ideas.

Four Places to Pause

1. After a question is asked

2. After someone speaks

3. Before answering or responding to a speaker

4. Collectively within a conversation

Paraphrasing

Paraphrasing is a communication tool in which the listener reflects his or her understanding of the speaker's message.

Some principles of paraphrasing include:

- Seeking to understand the meaning of the speaker
- Reflecting the verbal and nonverbal (emotions, gestures, tone, etc.) message of the speaker without adding or subtracting ideas
- Using the pronoun *you* instead of *I*
- Making the paraphrase shorter than the original message
- Refraining from turning a paraphrase into advice or suggestions

Three types of paraphrases

<u>Acknowledge and clarify</u>: To check understanding and feelings

- You're thinking that. . .
- So, you're wondering if. . .
- You're frustrated because. . .
- You're hoping that. . .
- You're excited that. .
- What upsets you is . . .

Organize and connect ideas: To sort, prioritize, or connect the speaker's ideas

- Three ideas stand out in what you are saying . . .
- First, . . . , then . . .
- On one hand. . . and on the other hand. . .
- You are wondering about two different issues . .

Shift logic: To increase the specificity of the speaker's message to clarify the next actions or to elevate the conversation to goals, values, or beliefs)

Shift up

- You believe that . . .
- Your goal is to . . .
- You value . . .
- _____ is important to you.

Shift down

- You want to decide . . .
- You want to determine what to do about . . .
- You want to plan how . . .
- You are considering . . .

Paraphrasing Examples

Presenting statement:

I don't know what to do. I can't manage these students. No matter what I do, it takes forever to quiet them down, regroup, and move on after any type of group or partner work. I have tried a dozen different strategies, and nothing seems to work. I waste so much time in each lesson that I am about to give up and just do everything in whole group.

Acknowledge and clarify:

You are frustrated that none of the strategies you have tried to get students' attention after group or partner work seem to work as you want them to and you are losing instructional time.

Organize and connect ideas:

There are three issues that concern you. First, strategies to get students' attention to regroup aren't working. Second, you are worried about the time it is taking from instruction to get students regrouped. And, third you are considering using only whole group instruction.

Shift Up:

Your goal is to maximize instructional time.

Shift down:

You want to find effective strategies that work in your classroom to get students' attention to increase instructional time.

Paraphrasing Practice

Presenting statement:
I don't know how they can expect me to get these students on grade level when they came to me so far below level. How can I be held accountable for what their previous teachers failed to do? I just don't know what I can possibly do to close the gaps in their learning. It is so overwhelming imagining what it will take to get them ready for the test.

Acknowledge and clarify:

Organize and connect ideas:

Shift up:

Shift down:

Positive Presupposition

Positive presuppositions are a speaker's way to convey positive intent. The speaker communicates his or her belief that the other has the potential to perform at the highest level. A positive presupposition conveys and shares preferred and expected behaviors.

Non-examples	**Examples**
You don't know what to do, do you?	When choosing what to do, you want to consider multiple options.
Did you look at the data?	As you looked at your students' data, what are some questions you ask to guide your analysis?
Which teaching strategy is the right one?	As you consider the outcomes, your students, and the various pedagogical processes, which might be appropriate in this situation?

Revise the following statements or questions to include positive presuppositions.

1. Do you have a behavior plan?

2. You haven't thought this through.

3. Don't you think you need to assess students?

4. This isn't going to work.

5. Did you consider how to address the language needs of ELL students?

6. You are assuming that all students have the background knowledge.

7. Are you going to provide texts at different levels of complexity for students reading below level?

8. Aren't you expecting too much from the low readers in the class?

Questioning to Promote Thinking

Powerful questions:

- Invite the resident to do the thinking.
- Build the resident's capacity to think, solve problems, and make decisions, while statements reaffirm the coach's perspective.
- Create a culture of deep thinking about practice.
- Require the resident to examine events from multiple perspectives, e.g., from a student's perspective, from a critic's perspective, etc.
- are open-ended, allowing for many possible answers. Plural form facilitates this intention: *goals* instead of goal, *causes* instead of cause.

Top 10 mistakes made when asking questions

1. Asking closed questions
2. Asking solution-oriented questions
3. Seeking "one true question"
4. Asking rambling questions
5. Asking interpretive questions
6. Asking rhetorical questions
7. Asking leading questions
8. Neglecting to interrupt
9. Interrupting
10. Asking "why"

From: *Coaching Questions: A Coaches Guide to Powerful Asking Questions* by Tony Stultzfus (2008)

<u>Task:</u>

Write five powerful questions about co-teaching.

Share them with a partner for review using the criteria above.

Gathering Data in Classroom Observations

Guiding questions:

- In what areas can we gather data about teaching practices and student learning and behavior?
- How do I gather data about teaching practices and student learning and behavior in a resident's classroom?
- How can resident's gather data about my teaching practices and student learning and behavior while observing demonstration lessons?

Fact:

Inference:

Judgment:

Reasons for gathering data:

Areas about which to gather data

Teacher verbal behaviors	Teacher nonverbal behaviors
• Positive and negative comments/ feedback • Questioning strategies • Clarity of presentation • Equitable distribution of response opportunities • High expectations	• Movement through class • Use of materials/resources • Use of technology • Non-verbal feedback • Proximity • Gender equity
Instruction	**Student nonverbal behaviors**
• Outcomes • Instructional methodology • Engagement strategies • Cultural responsiveness • Assessment • Differentiation • Accommodations • Activating background knowledge • Guided practice • Independent practice	• Engagement • Responsiveness • Responsibility • Independence • Interdependence • Respectful of property, personal space, classroom environment, and others
Classroom environment	**Student verbal behaviors**
• Instructional resources available • Routines • Behavioral expectations • Curriculum-related displays • Anchor charts • Functionality	• Questions • Clarifications • Explicit/overt thinking • Interactions with other students • Courtesy and respect • Seek assistance

Sample Data-Gathering Tools

Tool #1: Question Log

Questions	How directed? (whole class / small group / individual)	Code (open/closed; level of thinking prompted; content/process; answered/unanswered)
1.		
2.		
3.		
4.		
5.		
6.		

Tool #2: Question-Response Log

Questions	Student Responses	Teacher Responses
1.		
2.		
3.		
4.		
5.		
6.		

Tool #3: Time on Task (5-minute intervals)

Time Intervals	Student A	Student B	Student C	Student D
1				
2				
3				
4				
5				
6				

Code: T=On Task; O=Off Task; ?=Unknown

Tool #4: Gender-Equity Interactions

Type of Interaction (Academic)	Teacher to Male Student	Teacher to Female Student
Specific positive feedback		
Specific corrective feedback		
General positive feedback		
General negative feedback		
Higher-order question		
Lower-order question		
Direction		
Cue		
Probe		
Greeting		
Personal compliment		
Personal correction		
Question about student		
Question about family		
Question about school		

Tool #5: Teacher-Student Interaction

Chapter 9: Mentor

Observation techniques, continued

Tool 9.4

page 4 of 5

Back to Chapter 9 tools list

Desk template for teacher-student interaction

KEY	
–	Incorrect response
→	Teacher prompt or encourage
+	Correct response
X	Neither incorrect nor correct
Q	Positive teacher feedback following student response

Killion, J. & Harrison, C. (2017). *Taking the lead: New roles for teachers and school-based coaches*. Second edition. Oxford, OH: Learning Forward.

Tool #6: Classroom Verbal Flow

Tool #7: Teacher & Student Movement

Teacher movement

Student movement

Tool #8: Teacher Tone and Expectations

Evidence of praise/positive reinforcement	Directed toward which student(s)?	Evidence of criticism/negative reinforcement	Directed toward which student(s)?

Select an area below from the Compass rubric. Consider how you might use or adapt one or more of the data collection tools to gather data to inform a reflection conversation with a novice or resident teacher.

- Managing classroom environment
- Questioning and discussion techniques
- Engaging students in learning

Select one of the general competencies from the teacher preparation competencies or one from the content pedagogy competencies and identify which data collection tool might help you gather data to inform a reflection conversation with a resident teacher/novice teacher. The competencies are available at http://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-competencies.pdf?sfvrsn=4

Practice Gathering Data

You will be observing a 10th-grade ELA class. The teacher's goal is to use multiple methods (including questioning students) to support students' use of close reading strategies to understand complex text. This goal aligns with ELA Teacher Preparation Competencies:

Content Pedagogy Competencies

B. The teacher candidate selects or designs and implements instruction that provides opportunities for students at various stages of language, reading, and writing development to accurately and fluently read, understand, and express understanding of a range of complex grade-level texts, as determined by age- or grade-level standards.

1. The teacher candidate selects a volume of appropriately complex texts about similar topics, themes, and/or ideas that present opportunities for instruction and assessment of age- or grade-level standards.
2. The teacher candidate selects and uses multiple academic standards for instruction with selected complex texts about similar topics, themes, or ideas to identify sections for rereading (e.g., through interactive read aloud, read along, pair or group reading, or independent reading) and create and sequence questions and tasks.
3. The teacher candidate anticipates students' misconceptions or challenges and identifies a variety of grade-level appropriate instructional strategies to scaffold instruction and provide all students with opportunities to read, understand, and express understanding through conversations and writing using grade-level appropriate language, conventions, spelling, and structure.

Lesson outcome: Apply close reading strategies to understand complex nonfiction text.

Data gathering tool:

Module 3 Review

In your team, review the outcomes (p. 5) for Module 3. Share how you anticipate applying what you learned as a mentor.

Exit slip

Use an index card on your table. Write a brief note.

3 ideas I am taking away
2 actions I'll take based on what I learned
1 question I have about what I learned