TEACH Richland Mentor Teacher Handbook

Summer 2018

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Part 1: Our Residency Model

Introduction

TEACH Richland is a formalized teacher support program designed to effectively prepare preservice and novice teachers in Richland Parish to become highly effective teachers who plan to stay and grow in Richland Parish schools. All novice teachers hired in Richland Parish will receive an assigned mentor for up to three years to provide personalized coaching to grow teacher expertise in their content area to ensure all students are engaged in high-quality, rigorous curriculum and instruction.   In addition to personalized coaching TEACH Richland candidates pursuing alternative certification or in their first year of teaching will be provided a formalized on-boarding experience that meets state preservice training requirements and provides a strong foundation for first year teachers to ensure a successful start of the school year. All TEACH Richland candidates will come together at minimum quarterly as a cohort for on-going responsive professional development and program feedback opportunities.

Your Role as Mentor
We are excited to have you join the TEACH Richland mentor team this year. As a leader in our program, your skills, expertise, and commitment to high quality public education will be essential to the success of our novice teachers. Thank you for applying for this leadership opportunity. You were chosen to be a mentor because of demonstration of success with student learning and after reviewing your application we believe you have what it takes to guide our residents in acquiring the skills they will need to be an effective teacher in the State of Louisiana that all students in Richland Parish deserve.

As a mentor in this program, your primary responsibility this school year is to ensure that your resident or caseload of novice teachers are prepared to be effective teachers of record in their own classroom by springtime. Our goal is that all novice teachers in the district are virtually indistinguishable from their veteran peers by the end of their first-year teaching. To do this, you will actively coach your resident or caseload of novice teachers to acquire foundational teaching skills using regular coaching cycles.

The list below provides a high-level overview of some of your job functions.

> *Drive an observation and coaching cycle, in which you take strategic action to improve resident performance*
> - Observe and actively coach and/ or co-teach with your teachers in the classroom
> - Communicate with each teacher on your caseload about their performance and devise strategies for improvement
> - Provide high-quality support and intervention, including sharing bite-sized, actionable feedback and follow-up
>
> *Model best practices in standards-aligned instruction, classroom management, and professionalism*
> - Promote and implement standards-aligned and grade-appropriate curricular materials in your classroom
> - Establish a classroom culture focused on student learning

- Support your novice teacher's ability to plan and deliver rigorous instruction in their classrooms
- Establish productive communication structures with families, colleagues, school and district leaders, and other program stakeholders

Evaluate resident performance
- Formally evaluate your resident using Louisiana's Compass Teacher Rubric
- Monitor whether residents consistently demonstrate the traits of professionalism expected by your school and the Richland Parish School Board by maintaining your coaching log to document support and track progress

Build and support a positive, productive training culture
- Be a leader who embodies and reinforces a positive learning culture
- Serve as the primary liaison with the Talent Pipeline Lead (Rebecca Freeland), who will communicate directly with all program providers to ensure all novice teachers remain on track to achieving certification and provide intensive assistance if needed

How to Use the Manual
This manual is divided into three parts and will serve as a reference to help you be an effective mentor.

In Part 1, you will learn about the TEACH Richland Support model. This section includes descriptions of the three pillars of our program: Elevate, Support, Compensate. You should read this portion of the manual first.

In Part 2, we lay out the TEACH Richland vision for mentor excellence. In this portion of the manual, we introduce Richland's expectations for coaching for immediate improvement. You will examine five standards for excellent coaching and be provided specific strategies and best practices that effective mentors use to improve novice teacher performance.

In Part 3, we share our vision for teacher excellence. This includes expectations for mentors as well as all novice teachers in Richland Parish classrooms. Resources in this section include overviews and research of best practices in core subject areas.

Thank you for your commitment to our aspiring educators and the students of Richland Parish. Please know that the staff members of the TEACH Richland are also committed to you, to your professional growth, and to supporting you.

TEACH Richland: Grow Here, Stay Here

Richland Parish is formalizing a teacher support program designed to prepare all novice teachers to be highly successful teachers of record in Richland Parish, who are equipped by the end of their three-year experience to become leaders within the district. TEACH Richland is designed to build a strong pipeline of talent that will serve the district for years to come.

**TEACH Richland:
Grow Here, Stay Here**

Elevate:
Participation in TEACH Richland as a novice or mentor provides opportunities for growth and recognition; elevating the profession as a whole.

Support:
Mentors and novice teachers receive ongoing, customized training and development to help them grow in their roles.

Compensate:
Mentor and novice teachers in Richland Parish will receive competitive pay for their participation in the program.

Elevate

Novice Teachers

- An Elite Cohort: All novice teachers selected into TEACH Richland have demonstrated superior professionalism, academic integrity and a commitment to the students of Richland Parish.
- Part of the Community: pre-service residents will receive all privileges as full-time members of the faculty. They will be included in staff wide events, professional development, etc.
- Access to Vacancies: residents will be able to participate in resident only early interviews at least once per year.
- Navigating the Hiring Process: residents will get personal support from the district in navigating vacancies and potential matches for hiring.
- Time with District and School Leaders: residents will have regular touch points with school and district leadership to give and receive feedback on the experience and receive professional development.
- Pathway to Certification: novice teachers pursuing certification will be eligible to enroll in TNTP Teacher Academy and provided state required pre-service training experience
- Opportunities for Recognition: all novice teachers will have the chance to be awarded "Rookie of the Year"

Mentors

- An Elite Cohort: mentors in Richland Parish must apply and meet a rigorous bar of excellence in order to earn the title.
- Shape Tomorrow's Teachers: mentors in Richland Parish play an immeasurable role in creating the next generation of teachers in Richland Parish.
- Teacher Leadership: mentor teachers are recognized on their campuses as teacher leaders, poised to take on future leadership roles within the district.

Support

Novice Teachers

- Professional Development: at minimum quarterly responsive coaching sessions geared toward building novice teachers skill and knowledge in an effort to ensure they are ready and/or supported to assume full teaching responsibilities as a teacher of record.
- Coaching Support: Dedicated mentors trained in the TEACH Richland coaching model. Goals driven support rooted in practice and feedback.
- Dedicated Teaching Time: All residents are guaranteed dedicated lead teaching time throughout the school year, beginning within 6 weeks of the start of the residency year.
- School and district level development opportunities: residents will take part in all district and school mandated professional development, and professional learning communities.

Mentors

- Mentor Handbook: resources on the coaching cycle, coaching best practices and teaching strategies.
- Spring/Summer Training: Dedicated professional development geared toward building coaching skills.
- Regular Skill Building Sessions: Mentors will have regular opportunities to come together to learn coaching strategies and techniques.
- Professional Learning Community: mentors will have access to a lead coach or the Talent Pipeline Lead, trained in supporting them to become a strong mentor. Mentors will work within a cohort at their school.
- Coaching Support from a Lead Coach or the Talent Pipeline Lead: Each mentor will be assigned a coach who will help them navigate their responsibilities to the district and preparation provider and develop their coaching and mentorship skills.
- Monthly Job Embedded Support: mentors at each site will participate in monthly walkthroughs designed to build their vision of excellent teaching, and their coaching and mentorship skills.

Compensate

Novice Teachers

- Undergraduate residents in Richland parish will receive competitive stipends, outpacing surrounding districts.

Mentors

- Mentors in Richland Parish will receive competitive pay and/or additional coaching time for their additional responsibilities, outpacing surrounding districts.

- Program completers are eligible for performance demand-based incentive stipends for moving to a Level 1 teaching certificate or adding-on special education certification.
- Novice teachers serving as teacher of record are eligible for up to two Praxis fee reimbursements per test. (i.e., 1st time reimbursement pass or fail, 2nd time reimbursement for passing scores only)

- Mentors in Richland Parish receive credit for their training and coaching experience when applying for school/district leadership positions.

Part 2: Our Vision of Mentor Excellence

Coaching for Immediate Improvement

As a mentor in this program, you are the first and most critical line of support to novice teachers as they work to develop and demonstrate their teacher competencies. To accomplish this goal, we expect you to be relentless, flexible and responsive to emerging needs. You will have high levels of autonomy in driving your aspiring teacher's development, and you must also be open to new ideas and feedback to continually improve your approach. You will cultivate an environment that is supportive yet rigorous because the interests of students will be at the heart of every decision you make.

Our Vision of Excellence in the Residency Program

In Richland Parish, it is a priority that all year-long residents are fully prepared to take on lead teaching responsibilities on day one of their first-year teaching. Resident teachers have consistent opportunities to lead classroom instruction and receive immediate, actionable feedback from their mentors. District staff, Principals, Lead Coaches and mentors understands their role in supporting year-long residents and are invested in the goals and outcomes to support a quality experience.

Our Vision of Excellent Co-Teaching

Teaching: Residents effectively implement daily whole group and small group lessons.

Feedback: Residents consistently receive timely, actionable, feedback, and have opportunities to practice.

Ownership: Residents feel ownership over the academic success of the students in the room.

Communication: Residents and Mentors have open and honest communication, and have clearly defined roles and responsibilities.

Our Vision of Excellent Co-Teaching

Time of Year	Mentor Actions	Resident Actions
Phase 1: (First Four-Six Weeks) *Suggested Co-Teaching Models:* *One Teach, One Observe* *One Teach, One Assist* *Tutoring* *Gradual Release of a Structure:* *Small Group Instruction (resident)*	**Teaching:** • Provides Resident teacher with strong instructional models and specific "look-fors" during observation. • Provides daily one-on-one teaching opportunities for residents to build their comfort with instruction (or more as resident demonstrates readiness). • Provides resident with daily lesson plans and makes time to discuss planning process daily. • Provides opportunities for resident to facilitate portions of the lesson as the resident demonstrates ability and desire to take on more responsibilities. • Establish ULM daily planning time for resident. (i.e., daily planning is for the resident independently work on ULM coursework) **Feedback:** • Facilitates regular debriefs following instruction for resident to answer questions and explain instructional choices. **Ownership:**	**Teaching:** • Closely observes all lead teaching, taking notes aligned to the "look-fors" outlined by the mentor. • Shadows mentor as s/he circulates the room and questions students. Takes notes and asks questions about instructional moves during debriefs. • Participates as a teacher when not observing key portions of lessons by interacting with students, answering questions, checking in with students, circulating, assisting with management, etc. • Facilitates daily one on-one instruction, or more, as determined by comfort level and readiness. **Feedback:** • Makes suggestions to improve instruction based on teacher observation and student responses. • Engages in daily debriefs of teaching and learning; creating action plans (updated lesson plans, opportunities for active coaching, updating goals, etc.) with mentor based on outcomes of the day's lessons.

Suggested Compass Components/Core Teaching Skills: *Component 1c: Setting Instructional Outcomes* *Component 2c: Managing Classroom Procedures*	• Sets meaningful goals with resident and tracks progress towards them. **Communication:** • Provides clear roles and responsibilities for resident during instructional time, including checking in with students, answering questions, circulating, assisting with management, etc.	**Ownership:** • Constantly seeks opportunities to build their knowledge and understanding of teaching best practices, and applies them in one-on-one setting as soon as possible. • Understands and can articulate goals, and tracks progress toward them. **Communication:** • Advocates for opportunities to take on more responsibility as comfort level increases.
Phase II October- November Break **or** February – Spring Testing *Co-Teaching Models to Consider:* *Station Teaching* *Parallel Teaching* *Team Teaching* *Alternative/Differentiated*	**Teaching:** • Includes resident teacher in all planning activities; actively co-planning all lessons. • Provides opportunities for resident teacher to plan portions of daily lessons, and provides timely, actionable feedback. • Requires resident teacher to lead teach for a portion of every day, with assistance. **Feedback:** • Provides timely, actionable feedback on lessons, or portions of lessons, implemented by resident.	**Teaching:** • Participates in all planning activities, asking questions and building understanding of the process throughout. • Fulfills all planning obligations and implements feedback as quickly as possible. • Lead teaches for a portion of every day. **Feedback:** • Engages in coaching conversations and practice activities, aiming to implement feedback as quickly as possible. • Asks for feedback and support when struggling, and asks for more

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Teaching	• Provides multiple opportunities for residents to practice and receive feedback on teaching skills prior to executing lessons. • Gradually releases responsibility onto resident teacher, while monitoring progress and assessing readiness for more challenging tasks. • Observes, models and actively coaches as necessary while resident lead teaches.	opportunities for practice to gain confidence and skill. **Ownership:** • Analyzes student work and determines student strengths and growth areas. Incorporates learning into upcoming instructional plans.
Gradual Release of Daily Structure:		
One Teach, One Assist (Resident as Lead)		
One Teach, One Observe (Resident as Lead)	**Ownership:** • Assists resident teacher in analyzing student work and action planning.	**Communication:** • Co-develops roles and responsibilities for mentor and resident, and shares responsibility for classroom routines and structures. • Helps develop meaningful goals, takes ownership of goals and tracks progress towards them.
Suggested Compass Components/Core Teaching Skills:		
Component 1c: Setting Instructional Outcomes	**Communication:** • Co-develops roles and responsibilities for mentor and resident, and shares responsibility for classroom routines and structures. • Sets meaningful goals with resident, and tracks progress towards them.	
Component 3c: Engaging Students in Learning		
Component 3b: Questioning and Discussion Techniques		

Phase III

December – February **or**
Spring Testing - October

Suggested Frequency of Teaching:

Resident guides small group instruction every day

Resident lead teaches 2-3 times per week

Suggested Compass Components/Core Teaching Skills:

Component 3c: Engaging Students in Learning

Component 3b: Questioning and Discussion Techniques

Component 3d: Using Assessment in Instruction

Teaching and Feedback:

- Supports resident in daily lesson planning, providing feedback and co-planning support.
- Observes, models and actively coaches as necessary during resident lead teaching time.
- Tracks resident progress toward goals, and includes goals progress in coaching conversations.
- Conducts at least one coaching conversation per week with resident, providing practice opportunities and establishing clear next steps and deliverables that lead resident toward meeting their goals.

Ownership:

- Supports resident to analyze student data and create action plans to address student misunderstanding.

Communication:

- Clearly articulates the division of roles and responsibilities, and supports resident to successfully manage classroom and school wide systems and data tracking.

Teaching:

- Plans and executes daily small group lessons, and at least twice weekly whole group lessons.

Feedback:

- Implements feedback from mentor as quickly as possible.
- Tracks progress towards goals and solicits feedback regularly.
- Participates in regular coaching conversations with mentors following lessons, and actively engages in practice activities and follow up assignments.

Ownership:

- Sets meaningful goals for students, and tracks progress toward them.
- Regularly analyzes student work from lessons taught, and makes adjustments to instruction based on analysis and feedback from mentor.
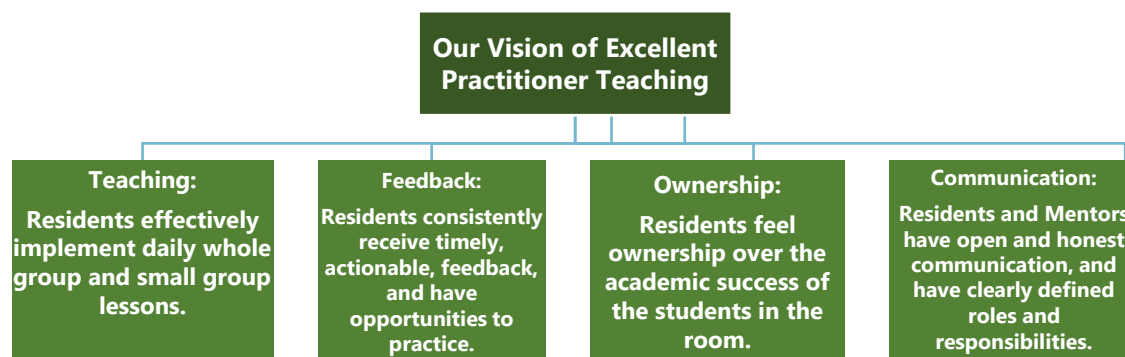
Communication:

- Maintains classroom systems, and tracks relevant student data efficiently.

Phase IV	**Teaching, Feedback and Communication:**	**Teaching:**
February- End of Year **or** October – Winter Break	• Observes, models and actively coaches as necessary as resident lead teaches. • Conducts at least one coaching conversation per week with resident, providing practice opportunities and establishing clear next steps and deliverables that lead resident toward meeting their goals. • Supports resident teacher to assume all responsibilities of a teacher of record, giving timely and immediate feedback on all aspects of the role.	• Leads some or all instruction every day.

Suggested Frequency of Teaching:

Resident lead teaches at least on lesson every day

Feedback:

• Engages in coaching conversations and practice activities, aiming to implement feedback as quickly as possible.

Ownership:

Resident assumes one full week of solo teaching prior to the completion of the residency.

Ownership:

• Sets meaningful personal and student goals with resident and help resident track progress toward goals.

• Develops meaningful personal and student goals with support from mentor teacher.

Communication:

• Assumes all responsibilities of a teacher of record, and implements with support of mentor teacher. Responsibilities include grading and grade submission, lesson planning and execution, assessment design, community engagement, etc.

Suggested Compass Components/Core Teaching Skills:

Integrating All

Our Vision of Excellence in Practitioner Teaching

In Richland Parish, it is a priority that all practitioner teachers are unidentifiable from veteran teachers, in terms of teaching ability, by the end of their first-year teaching. Practitioner teachers receive consistent, actionable feedback from their mentors no less than once per week to ensure rapid improvement throughout the year. District staff, Principals, Lead Coaches and mentors understand their role in supporting practitioner teachers and are invested in the goals and outcomes of their program's pathway to certification.

Our Vision of Excellent Practitioner Teaching

Teaching: Residents effectively implement daily whole group and small group lessons.

Feedback: Residents consistently receive timely, actionable, feedback, and have opportunities to practice.

Ownership: Residents feel ownership over the academic success of the students in the room.

Communication: Residents and Mentors have open and honest communication, and have clearly defined roles and responsibilities.

Time of Year	Mentor Actions	Practitioner Actions
Phase 1: Mid-August – October *Areas of Focus Aligned to Compass:* *Component 1c: Setting Instructional Outcomes* *Component 2c: Managing Classroom Procedures*	**Teaching, Feedback and Communication:** • Observes, models and actively coaches as necessary as resident lead teaches. • Conducts at least one coaching conversation per week with resident, providing practice opportunities and establishing clear next steps and deliverables that lead resident toward meeting their goals. • Supports resident teacher to effectively implement all teaching responsibilities; giving timely and immediate feedback on all aspects of the role. **Ownership:**	**Teaching:** • Leads all instruction every day. • Teacher assignments are made in order to meet program requirements • pilot candidates receive at minimum 1 hour of co-teaching experience with a Lead Coach daily **Feedback:** • Engages in coaching conversations and practice activities, aiming to implement feedback as quickly as possible. **Ownership:**

Phase 2:

October – December

Areas of Focus Aligned to Compass:

Component 1c: Setting Instructional Outcomes

Component 3c: Engaging Students in Learning

Component 3b: Questioning and Discussion Techniques

Phase 3:

December – February

Areas of Focus Aligned to Compass:

Component 3c: Engaging Students in Learning

- Sets meaningful personal and student goals with resident, and helps resident track progress toward goals.

- Attends and actively participates in pre-service training experience provided through TEACH Richland.
- Completes all applications and paperwork needed to gain admission to preparation program and practitioner teacher license.
- Develops meaningful personal and student goals with support from mentor teacher.
- Successfully complete certification exams necessary for program completion established timelines.

Communication:

Implements all teaching responsibilities with support of mentor teacher. Responsibilities include grading and grade submission, lesson planning and execution, assessment design, community engagement, etc.

Component 3b: Questioning and Discussion Techniques

Component 3d: Using Assessment in Instruction

Phase 4:

March- End of Year

Areas of Focus Aligned to Compass:

Cementing All

Development Guidance:

Depending on the Practitioner Teacher's level of skill or readiness, mentors may decide to accelerate, decelerate or adjust the scope and sequence of development.

Phase 1:

Areas of Focus Aligned to Compass:

- *Component 1c: Setting Instructional Outcomes*
- *Component 2c: Managing Classroom Procedures*

Mentors work to ensure all practitioner and novice teachers establish rules, procedures and relationships that are conducive to learning in the classroom. Mentors prioritize ensuring that teachers are presenting appropriate, meaningful content and formalizing systems and routines that allow for productivity.

Possible Strategies Include:

- Management Techniques
- Positive Behavior Systems
- Consequence ladders
- Rules, systems and procedures
- Writing meaningful learning targets
- Lesson Planning and Preparation
- Understanding the standards
- How to use district curriculum
- Differentiation
- Checking for Understanding

Phase 2:

Areas of Focus Aligned to Compass:

- *Component 1c: Setting Instructional Outcomes*
- *Component 3c: Engaging Students in Learning*
- *Component 3b: Questioning and Discussion Techniques*

Mentors pivot toward ensuring students in practitioner teacher classrooms are consistently engaged in meaningful, aligned, high quality tasks and assignments. Depending on teacher readiness, mentor may include coaching on how to ensure students take ownership of their learning.

Possible Strategies Include:

- How to design meaningful, aligned and complex tasks
- Evaluating the quality and alignment of tasks in curricular materials

- Differentiation
- Checking for understanding
- Adjusting curricular materials to meet student needs
- Engagement Strategies (Cold Call, Quick Writes, Turn and Talks, Call and Response)
- Talk moves
- Habits of discussion
- Kagan Strategies

Phase 3:

Areas of Focus Aligned to Compass:

- *Component 3c: Engaging Students in Learning*
- *Component 3b: Questioning and Discussion Techniques*

Depending on teacher readiness, mentor continues to ensure that all tasks are high quality and aligned, and that students are engaging fully. Depending on readiness, mentor may include strategies for ensuring all students are demonstrating their understanding of the lesson in multiple ways (verbal, written, modeled) throughout the lesson.

Possible Strategies:

- Kagan
- Talk Moves
- Habits of Discussion
- Student work analysis
- Item /task analysis
- Adjusting lessons in the moment
- Adjusting instruction based on data
- Remediation

The Coaching Standards

Mentors will be trained and supported on five Coaching Standards. These are foundational to a mentor's ability to develop teaching competencies in all novice teachers. Just as instructional standards define what students must be able to know and do to be successful in a given subject area, the Coaching Standards set clear expectations for your performance as a mentor in the TEACH Richland support program. We have articulated each of the standards below and provided a more vivid picture of where these standards come from by sharing what we see our most effective coaches do to achieve amazing growth with their teachers.

Standard 1: Analyze & Prioritize
Accurately diagnose resident performance using the Compass rubric and prioritize the most important skills, techniques, instructional moves for each teacher to develop. Analyze trends in performance and prioritize actions based on results.

> Effective coaches are strong critical thinkers. They collect high quality data, interpret that data accurately and on their feet. They use the data the gain as the foundation of good decision making about how to meet their goals. They see data analysis and prioritization as a critical part of everything they do, from observing in a classroom to planning their schedules.

Standard 2: Develop
Select, design, and execute active interventions that measurably improve the selected skills, techniques, or instruction.

> Effective coaches move diligently to close the gaps in their teachers' performance. They use active, in-lesson strategies to show teachers what success looks like in action, and they reinforce growth through ongoing practice and responsive sessions. They continually evaluate what's working so that they can replicate it, and they identify what's not working so that they can find a new path forward. At the end of the day, an effective coach measures her success by the measurable improvement of her resident.

Standard 3: Communicate
Efficiently share with novice teachers an analysis of their performance and development steps while maintaining investment and promoting self-reflection. Communicate openly and consistently with colleagues and school leaders.

> Effective coaches are strong communicators. They are simultaneously direct and sensitive so that teachers clearly understand their performance *and* feel empowered to improve. They use the language of the Compass rubric to be clear and precise about good teaching. They remember that the point of the residency program is to prepare effective new teachers who are ready to make a real difference in kids' lives, starting on the first day of their first year, and the collaborate with their team to get there.

Standard 4: Assess
Accurately evaluate teachers' proficiency on the Compass rubric.

Effective coaches see evaluation as a necessary and productive part of teacher development. They know that accurate assessment data enables better decision making and more effective interventions, and they are invested in the idea that only residents who truly demonstrate the potential to be an effective teacher of record will successfully complete the residency program. They believe that students deserve nothing less.

Standard 5: Inspire

Motivate residents with a consistent message of high expectations for teachers and students and promote a culture of rigor.

Effective coaches know what it takes to stay motivated in the face of challenges and they help their teachers stay connected to the commitment we share to our students. They lead by example and embody our commitment the teaching profession. Effective coaches are able to be straightforward and direct because their teachers know that they are doing so because they care about their growth and are invested in them as people. They build strong relationships with their teachers so that they can leverage mutual trust to motivate and reinvest them when the going gets tough and celebrate with them when they find success.

Coaching Techniques

We've identified twenty-two techniques that will support your mastery of the Coaching Standards. These techniques codify the behaviors and approaches our most effective mentors use to improve teacher performance and internalizing these techniques will help you accelerate performance of an aspiring teacher. The figure below contains a high-level summary of each technique, and shows their alignment to the Coaching Standards. In the next section of the manual, you'll learn more about each technique, and learn how to align them to your weekly coaching touchpoints while engaging novice teachers in the coaching cycle for immediate improvement.

COACHING STANDARDS	COACHING TECHNIQUES
Standard 1: Analyze & Prioritize *Accurately diagnose resident performance using the Compass rubric and prioritize the most important skills, techniques, instructional moves for each teacher to develop. Analyze trends in performance and prioritize actions based on results.*	o **Be a Sponge** – Strategically gather data about teacher and student actions during classroom observations o **Hone In** – Use the data you have to make a strategic choice about what development area(s) to focus on with your teacher o **Get Underneath It** – Generate a hypothesis about why a gap area exists, and use that information to inform your approach with the teacher

COACHING STANDARDS	COACHING TECHNIQUES
Standard 2: Develop *Select, design, and execute active interventions that measurably improve the selected skills, techniques, or instruction.*	o **Model It** – Model effective teaching during a lesson o **Cue It** – Cue for specific teacher actions during a lesson o **Practice It** – Facilitate one-on-one practice to improve a discrete teacher skill o **Create a Chain Reaction** – Sequence development activities to maximize improvement o **Craft S.M.A.R.T. Next Steps** – Generate clear action steps o **Be Nimble, Be Quick** – Adjust your approach as the teacher's performance or needs change o **Know (and Use) Your Options** – Leverage all available development opportunities to increase your teachers' performance o **Keep Pushing** – Keep development momentum going despite disruptions to schedules, holiday breaks and formal evaluations.
Standard 3: Communicate *Efficiently share with residents analyses of their performance and development steps while maintaining resident investment and promoting self-reflection. Communicate openly and consistently with colleagues and school leaders*	o **Check the Temperature-** Open coaching conversations by checking in with the teacher about how they're feeling personally and about their teaching o **Map the Conversation** – Set clear expectations and share an agenda for your coaching conversations o **Show Your Score Card-** Use the language of the Compass Rubric to clarify performance o **Paint a Picture of Excellence** – Show your teacher what it looks like to successfully execute a target skill o **Sing a Duet** – Encourage teacher involvement and ownership of coaching conversations o *Craft S.M.A.R.T. Next Steps* also supports Standard 3: Communicate

COACHING STANDARDS	COACHING TECHNIQUES
Standard 4: Assess *Accurately evaluate teachers' proficiency on the Compass rubric.*	o **Write It Down** – Take a verbatim running record during observations o **Accuracy Counts** – Take steps to ensure your ratings accurately reflect teacher performance
Standard 5: Inspire *Motivate residents with a consistent message of high expectations for teachers and students, and promote a culture of rigor.*	o **Reignite the Fire** – Keep teachers motivated by reconnecting them to our mission and the reasons they've committed to becoming an effective teacher o *Check the Temperature* and *Sing a Duet* also support Standard 5: Inspire

The Coaching Cycle

Some of the most critical work you'll do this year to develop your resident will be through regular coaching cycles designed to elicit immediate improvement. During these cycles, you will need to call upon the skills described in the Coaching Standards. In other words, the Standards are the skills effective coaches have, and the coaching cycles are the flexible process through which you demonstrate those skills.
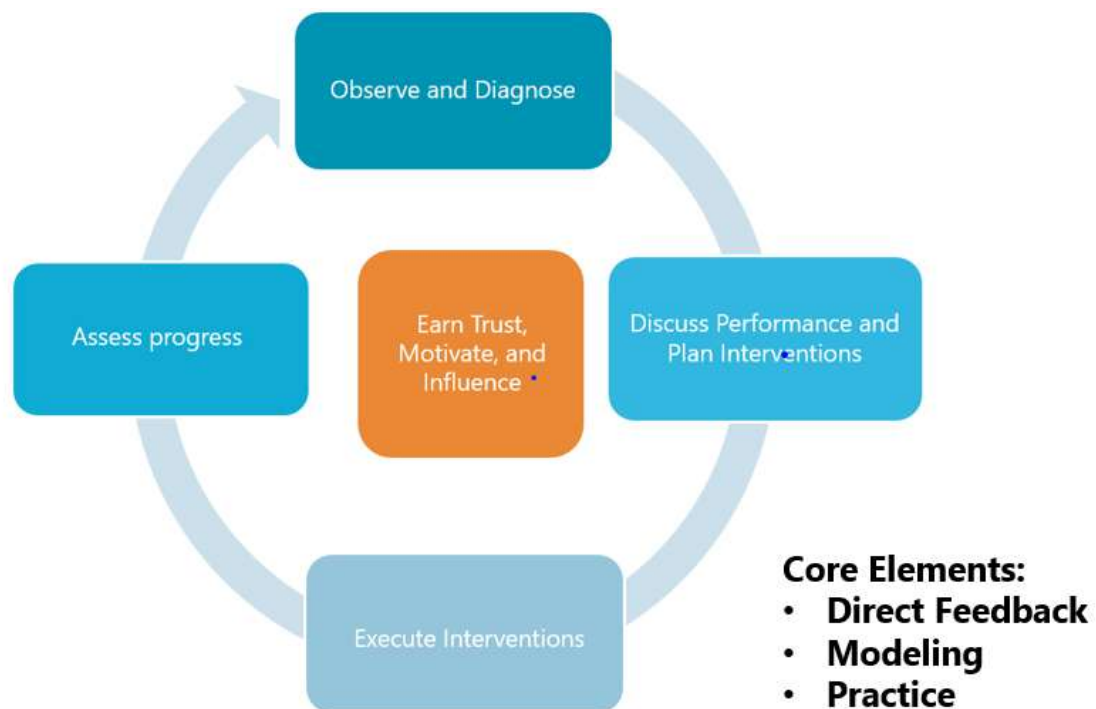
Observe and Diagnose
Effective coaches make full use of every moment they spend observing their residents. They use the time both to better understand the needs of their residents and to improve their residents' skills.

As a mentor, you'll spend a lot of time observing your resident, but you won't just be a passive observer. Like a basketball coach during a game, you'll analyze what's happening, offer active coaching in the moment, and make preliminary choices about how you'll drive improvement after the buzzer sounds.

When observing and actively coaching your teachers, you'll apply to Coaching Standards: **Standard 1: Analyze and Prioritize** and **Standard 2: Develop**. You'll apply Standard 1 by collecting and analyzing classroom data on your feet, and using this information to make good choices about which development areas to prioritize. You'll apply Coaching

Standard 2 by maximizing your time observing your resident to build their skills, using in-lesson intervention strategies.

We'll start by looking at three techniques for Standard 1 so that you can get a sense of how effective coaches analyze what they're seeing in a classroom and prioritize development areas to tackle with their teachers. **These three techniques, *Be a Sponge*, *Hone In*, and *Get Underneath It*,** are strategies you'll use every time that you observe your resident leading instruction.

Be a Sponge

Teachers' actions play a significant role in determining student outcomes and actions in a classroom. The exact same set of students can experience high levels of academic and behavioral success in one teacher's class and opt out of academic work and misbehave in another's the very next period. Therefore, to comprehensively understand a classroom and the development needs of the teacher, you must gather information about the teacher's actions and the resulting student actions.
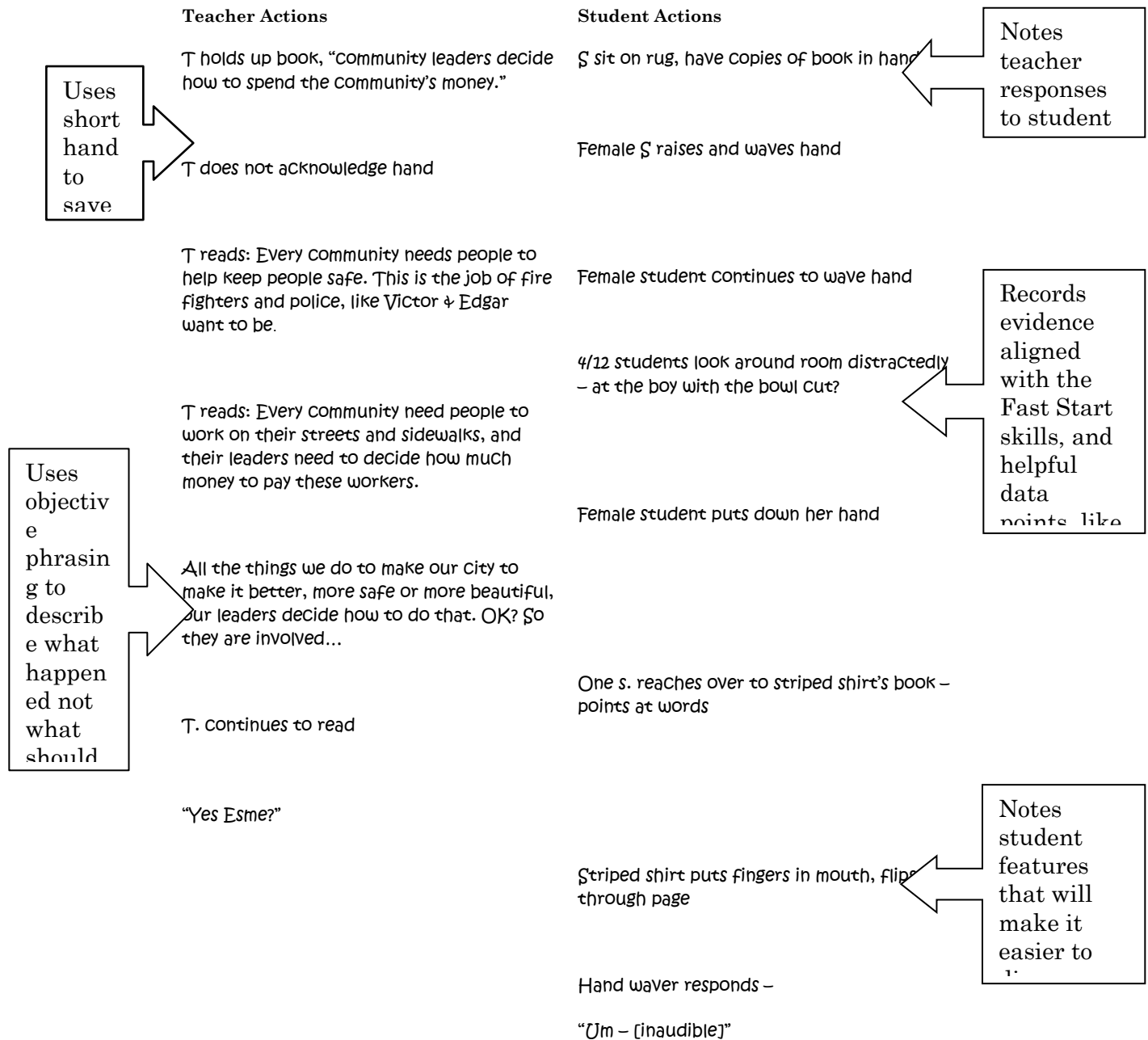
When observing your resident in action, you'll want to absorb as much as possible about what is happening so that you leave with an accurate understanding of performance; in other words, you need to *Be a Sponge*. Having an accurate understanding of what's happening in the classroom will set you up to make better choices about how to improve your teachers' performance.

To do this, you'll need to develop a system that works for you to take notes and make use of the data around you. Regardless of how you record data, there are some best practices that will help you *Be a Sponge* while observing in the classroom:

- Be deeply familiar with the Compass expectations so you can determine what evidence is important to record or consider
- Find a good vantage point in the room so that you can see both your resident and the students, and don't be shy about moving around the room to gather the data you need
- Scan the room to pick up data about engagement, behavior, and student understanding
- Find a note taking system that works for you, and be efficient with notations so important student and teacher actions are not overlooked

Below is an excerpted sample from one mentor's observation notes. This particular sample captures evidence from the start of an elementary school social studies lesson in which the teacher is struggling to engage students appropriately. The annotations point out the strengths of this note taking strategy so that you can think about how to develop your own system for collecting data or taking notes. An optional notetaking template is available in the Appendix.

Sample Observation Notes

Teacher Actions	Student Actions

Uses short hand to save

T holds up book, "Community leaders decide how to spend the community's money."

S sit on rug, have copies of book in hand

Notes teacher responses to student

T does not acknowledge hand

Female S raises and waves hand

T reads: Every community needs people to help keep people safe. This is the job of fire fighters and police, like Victor & Edgar want to be.

Female student continues to wave hand

4/12 students look around room distractedly – at the boy with the bowl cut?

Records evidence aligned with the Fast Start skills, and helpful data points, like

T reads: Every community need people to work on their streets and sidewalks, and their leaders need to decide how much money to pay these workers.

Female student puts down her hand

Uses objective phrasing to describe what happened not what should

All the things we do to make our city to make it better, more safe or more beautiful, our leaders decide how to do that. OK? So they are involved…

One s. reaches over to striped shirt's book – points at words

T. continues to read

"Yes Esme?"

Striped shirt puts fingers in mouth, flips through page

Notes student features that will make it easier to di

Hand waver responds –

"Um – [inaudible]"

Hone In

Once you have absorbed what's happening in a classroom and collected data about the teacher and student actions, you need to make sense of what the data is telling you about the development needs of your teacher so that you can start making improvement happen. We call this *Honing In* because coaches have to sift through the data and get to work right

away improving the most essential development area for the teacher. *Honing In* is about quickly and efficiently making a decision about what development area to prioritize for a teacher and acting right away.

In any observation, you will see many connections between teacher and student actions, and likely many areas to improve. This can make it challenging to determine what to work on with your resident. To *Hone In,* you need to answer the question: which skill, if improved, would have the greatest effect on teacher and student performance?   What's the key lever, the lever that when we pull it, will result in measurable improvement for the teacher on the Compass rubric? On almost all occasions, you'll need to answer this question on your feet, and *Hone In* during or immediately following a classroom observation.

When you *Hone In,* you are making a strategic decision about what to work on with a teacher, and though it's a quick, in-the-moment choice, effective coaches are purposeful when determining what to prioritize. There is no one right way or set process to *Hone In,* or prioritize a development area, but many effective coaches pose questions to themselves during and immediately following an observation to help them *Hone In* on what to prioritize. The guiding questions below may support your efforts to identify the key lever as you gain practice with this skill.

- What seems to be the biggest gap area in this this resident's teaching practices: instruction or culture?
  Keep in mind that "classroom management" and "instruction" are not key levers because they are not specific enough. Starting here just helps you focus your thinking.

  The lowest score on the rubric may or may not be the development area that

- Within that domain, which of the Compass components seem to align with the most problematic teacher or student actions?

- Within that component, which elements and indicators describe the gap area I think I'd like to target to see immediate improvement?
  At the indicator level, the coach is close to identifying a discrete skill to target for improvement.

- Would we see a ripple effect on performance if we could close this gap? Would student performance improve overall?
  This question helps mentors check their thinking to confirm that they are on the right track. For example, A teacher might struggle with clear delivery during her introductions to new material and feel uncomfortable asserting authority in her classroom. Her mentor could work on delivering content clearly with her for weeks, but unless she can first keep student attention, she won't get through her lessons, and her students' achievement won't improve. If the mentor worked on management first, and then helped the teacher improve instruction, the teacher would get her students on track more quickly.

- Do things ever go well in this gap area? What does that tell me about what I need to focus on to close this gap?
  If students behave well when the teacher provides work for them to do, but behavior deteriorates when students finish their work, this would indicate that you should prioritize planning purposeful activities for the entire class period, not addressing off-task behavior.

- Given this, what are the one or two discrete skills that we should work on?
  Coaches only focus on one, maybe two, key skills with their teacher at a time so that they can keep their development strategies focused.

A Hone In Guide is provided for you in the Appendix.

Get Underneath It

Imagine a resident who does not consistently provide clear behavior expectations or directions to her students and ignores the misbehavior in her classroom. This teacher's coach has identified Managing Classroom Procedures as the prioritized development area because the resident will not be able to deliver her lessons successfully until she improves in this area.

Before the mentor can develop the teacher, he must figure out why the resident does not clearly state behavior expectations and ignores misbehavior. **We call this *Getting Underneath It* because effective coaches know that to efficiently improve a development area, their interventions have to address the underlying cause of the performance gap.** Here are just a few potential reasons why our resident might be struggling with managing classroom procedures:

For unclear behavioral expectations:
- The teacher doesn't think through when to give directions in her lesson plans, so she wings it
- The teacher assumes that her students will know how to behave, so she doesn't give them directions for what to do
- The teacher plans directions, but then is overwhelmed in the moment and forgets to deliver them
- The teacher doesn't realize how specific she must be for students to understand what to do

For ignored misbehavior
- The teacher does not see misbehavior occur because she does not actively scan the room or circulate, and she frequently turns her back to the class
- The teacher doesn't want to disrupt the flow of the lesson to address misbehavior, and doesn't know how to use less invasive forms of correction
- The teacher fears that addressing misbehavior will escalate the situation, so she pretends not to see it

All these issues result in the same teacher actions (i.e., unclear directions and unaddressed misbehavior), but to change the teacher's behavior, the mentor must address the underlying issue causing gaps in the teacher's performance.

Getting Underneath It often starts with the coach generating a viable hypothesis for the cause of a development area, and then acting on that hypothesis to test it. Like *Honing In,* coaches routinely generate hypotheses during or immediately following observations, and there is no one right process or procedure for this part of a coach's role. When you're generating hypotheses, it may be helpful to think about these guiding questions:

- Is the development area caused by a *knowledge gap* (the teacher doesn't know that she should be doing something or isn't aware of her actions)?
    - If it's a *knowledge gap*, what specifically does the teacher need to know in order to improve? What's the best way to teach the teacher what they need to know?

- Is the development area caused by a *skill gap* (the teacher knows she should do something, but doesn't know how to do it)?
    - If it's a *skill gap*, what specifically does the teacher need to be able to do in order to improve? What's the best way to help the teacher acquire that skill?

- Is the development area caused by a *will gap* (the teacher knows she should do something, and/or how to do it, but is choosing not to)?
    - If it's a *will gap*, what beliefs might be holding this teacher back? What's the best way to change that belief?

In the example above, if the resident is consistently giving vague directions like, "OK, so, work with your groups now," the mentor can assume that the teacher doesn't understand how specific she needs to be with her directions. In this case, the mentor could address the underlying problem by first modeling effective directions for the teacher during the lesson. Afterward, the mentor could help the teacher see how the modeled directions met the criteria for *What to Do*, a *Teach Like a Champion* technique that will help the teacher be more specific when giving directions*,* and support the teacher as she plans and practices directions for the next lesson. Depending on the practice, the coach may even follow it up by cueing for specific directions through active coaching in an upcoming lesson. The root cause in this example is a simple skill gap, the resident doesn't know how to give specific enough directions, but when the resident improves that skill, her classroom performance, and the performance of her students, will improve.

The last bullet under possible causes for ignoring misbehavior above ("The teacher fears that addressing misbehavior will

> *Here is one effective approach for addressing and overcoming mindset issues with a resident:*
>
> - *Address the issue directly during a coaching conversation and ask questions about the evidence that you saw in your classroom observation.*
> - *Once the teacher acknowledges the mindset in the debrief conversation, challenge the validity of that belief.*
> - *Introduce a strategy or technique that will help the teacher succeed in the gap area even if they believe they can't or propose an*

escalate the situation, so she pretends not to see it") represents a more nuanced issue for a coach to address. In some cases, there is more than a simple skill or knowledge gap preventing a teacher from taking certain actions in the classroom. Residents' beliefs or mindsets may hold them (and their students) back. We call this a *will gap*. Mindset challenges are more difficult to address than skill deficiencies, and they are most likely to crop up when a teacher struggles to maintain high behavioral or academic expectations. Here are some mindsets that you may encounter with your resident:

- "My students will think I'm mean if I demand too much of them."
- "My students have so many problems at home and face so many challenges. We can't hold them to the same standards as their more affluent peers."
- "Without support from the administration or my students' families, how can anyone expect me to get these students to behave?"
- "Nothing works. There is just no way to get these students to listen to me."
- "Look, some of these kids are way too far behind and have been goofing off in school for years. You can't expect me to fix all of that this summer."
- "I'm not sure what they'll do if I am stricter than I already am. I don't want a revolt on my hands."

Discuss Performance and Plan Interventions

Following each observation, you'll facilitate a coaching conversation with your resident. A coaching conversation is a time to:

- Discuss performance and give direct feedback on the resident's instructional skills
- Establish a shared understanding about what is happening in the classroom and what the teacher should be focusing on in their development
- Build your teachers' skills through on-the-spot practice (i.e., practice can be on-stage or off-stage)
- Agree on a plan for the further interventions needed to improve performance

The skills you'll need to do this well are aligned to **Coaching Standard 3: Communicate**, and **Coaching Standard 5: Inspire**, as well as **Coaching Standard 2: Develop**. When discussing performance, establishing a shared understanding of what's happening in the classroom, and identifying a prioritized development area, you'll use Coaching Standard 3 and 5, because you'll need to be clear, direct and inspirational as you deliver these important messages. When you transition to building your resident's skills through on-the-spot practice, and when you lay out a plan for additional interventions to improve performance, you'll apply Coaching Standard 2.

You are empowered to structure your coaching conversations in the way that leads to the best results for your resident. In general, coaching conversations should be about 20 minutes long, and all coaching conversations should follow a logical flow that sets the teacher up to make measurable improvement. Many mentors use this basic structure for their coaching conversations:

- **Opening:** The mentor makes a connection with the resident and sets up the goals and structure of the conversation. This portion of the conversation is very brief and just sets the table for a successful conversation.

- **Direct Feedback:** The mentor provides direct feedback on performance and helps the resident identify the development area(s) they need to target to achieve improvement. This portion of the conversation is quick and direct, and should take less than five minutes.

- **Practice:** The mentor builds the resident's skills during the coaching conversation. This is the heart of the coaching conversation, and should take the majority of the time. Practice should prepare aspiring teachers to teach the very next day and can include on-stage (stand and deliver practice) and/or off-stage (planning and preparation) practice opportunities. Practice should provide opportunities for lesson rehearsal as well as skill remediation.

- **Next Steps:** The mentor and resident agree on action steps to continue the needed development. This portion of the conversation should be quick and bring closure to the conversation.

For additional support in preparing for your coaching conversations, please see the Coaching Conversation Planning Template in the Appendix.

In many schools and teacher education programs, coaches use debrief conversations following an observation to recap what they observed and tell teachers what they need to improve. However, we have seen that simply telling a teacher what to improve is almost never enough to help the teacher actually get better. Therefore, we see the conversation following an observation as a critical one-on-one development opportunity, and the purpose is not only to discuss performance, but to drive improvement.   This is why our mentors reserve the most time for working out interventions and actually building skills during coaching conversations.

In the next section, we'll look at techniques effective coaches use to discuss performance and development areas with their teachers.

Check the Temperature

For a coaching conversation to be effective, the resident has to be able to hear your feedback, and different residents may need different things in order to do so. Think back to your beginning weeks as a teacher; you likely know from experience that your early successes and failures in the classroom can be emotional and as you're gaining experience, your perception of what was happening in your classroom is not always accurate. Effective mentors *Check the Temperature,* or gauge where their residents are emotionally and professionally, at the beginning of their coaching conversations and use this information to help them better frame their feedback to their residents.

To effectively *Check the Temperature:*

- **Ask a relationship-building question.** As you sit down with your resident, ask how they are doing, and make a personal connection. Doing so will remind the resident that you care about him or her as a person and allow you to gauge how they are feeling emotionally. Here is a quick list of samples:
    - How are you?
    - How was your weekend?
    - Did you get to (see a movie, watch the game, go to a concert) like you planned?
    - How is (project, hobby) going?
    - How is (child, spouse, new roommate) doing?

- **Ask about student learning in the lesson you observed.** After a quick personal connection, it can be helpful to ask an open ended question about student learning during the lesson you observed. These questions will help you better understand how the resident views the lesson he or she just delivered (i.e. Do they think it was a success? A failure? Somewhere in the middle?), which might inform how you deliver the feedback for the lesson. It will also help you reiterate that the reason you're pushing them to improve: the students. Here are a couple of ways to frame this question:
    - Did the students master your objective?
    - Did the students reach your goal for this lesson?

Note that "How do you think it went?" does not appear here as a suggested question. This is because this question and others like it can quickly bring a conversation off course. By asking a more targeted question, you have more control over the direction of the conversation.

- **Keep it brief.** You should be able to *Check the Temperature* of your teacher and get to the heart of your coaching conversation in less than two or three minutes. Anything more than that and you're stealing precious time away from the development work you need to do in the lesson.

> *To keep a conversation focused and productive, you may need to redirect the resident if he or she takes the conversation off track. You can damage your relationship with the resident by being dismissive of his or her concerns even if they are unrelated to the intended feedback, so you must redirect the teacher when necessary while still providing time for the teacher to ask questions and voice concerns. This can be a difficult skill in practice, and you may find it helpful to* **keep a few expressions in mind for redirecting tangential comments***, such as:*
>
> - *"Thanks so much for sharing that. I think that is worth exploring more, but I'm looking at the time, and I want to make sure that you're ready to go with some next steps for your lesson tomorrow. Would you mind if we continued our conversation about this via email so that we can drill*

- **Respond to what you glean.** *Check the Temperature* is useful because it helps you figure out the best approach to your conversation. If a resident has had a very bad day, and is down on his performance, you may want to spend more time reinforcing the positive things you saw happening in the lesson before focusing on areas to improve. If the resident thinks that the students mastered the objective but they didn't, you may want to pull in more data from your observations that indicates that students didn't get what they needed so that you can more easily address the teacher actions that caused this.

Map the Conversation

In our classrooms, we know that communicating our objectives and agenda with our students has many benefits. It helps keep us focused, eases anxiety about will happen in the lesson, and even helps us maintain a quick and purposeful pace throughout the lesson.

We can get very similar benefits in our coaching conversations. Effective mentors make clear from the beginning of a conversation that they have a clear agenda and timeframe for the conversation, and they preview the specific focus and the anticipated outcome of the conversation; we call this *Mapping the Conversation*. By *Mapping the Conversation* before diving in, the resident is clear about where the conversation is going, and it's easier to keep things moving toward the desired outcome of the conversation.

Map the Conversation is another brief technique that should take less than 60 seconds. After you've been working with your resident for some time, it may be tempting to skip this portion of the conversation, just like a teacher may be tempted to skip reviewing their objectives and class agenda with their students in order to get to their lesson. Resist that urge for similar reasons: a shared direction for the conversation will keep you and your resident focused and make the discussion more comfortable and productive.

Here is what it might sound like to *Map the Conversation:*

> *So, are you ready to jump in and talk about your lesson? I want to use our 20 minutes together to talk about the lesson I observed and what we can do to get you to the next level, specifically moving from Ineffective to Effective: Emerging in Managing Classroom Procedures. We've made strides in this area since your last observation, and I think we are close to a break through! We'll start by talking through what I saw when you gave directions, which is the skill I'd like us to target next. Then, we'll get right into planning some directions for your next lesson together, and then practice them. We'll close out by discussing the additional ways we'll work on this skill in the next few days. Sound good?*

Show Your Score Card

Rubrics in our classrooms are both evaluative and teaching tools, and the same is true of the Compass Rubric during the residency year.

Effective mentors communicate directly about their residents' overall performance and the identified development area, and they use both the language of the Compass Rubric and a copy of the rubric itself to talk about the

observation data they collected; we call this *Showing Your Score Card*. This approach helps residents understand what is happening in the classroom; it empowers them with a clear understanding of their performance and motivates them to improve.

You should transparently share the data that you used to prioritize your teachers' development areas during debrief conversations, and it is sometimes helpful to use the specifics from your observation notes to explain a resident's ratings on the Compass Rubric. Before sitting down for a coaching conversation, spend a couple of minutes identifying the specific data points from the observation that will help clarify what you saw in the classroom. Incorporating classroom evidence into your conversation will make your feedback feel more neutral because the areas for growth are directly derived from what happened in the classroom, not from your subjective opinions.

Ratings rarely speak for themselves and taking time to review overall and competency-level performance will help your residents better understand their performance and work to improve. Here is an example of how this might sound during a coaching conversation:

> *"You used a Do Now to start the lesson I observed, but the prompt that you provided, "What are your weekend plans?" did not line up with your objective for the lesson, and it took seventeen minutes to complete, which wasn't an efficient use of your lesson time. This is the primary reason that you are at the Effective: Emerging level in Managing Classroom Procedures, because your classroom routines and the pace of your class got stronger this week. You will see a lot of benefit from planning opening and closing techniques that get the kids working and support your objective, and it will help you earn that Effective: Proficient score. This is one of the two things I'd like us to target for improvement next week."*

Notice that in this example, the mentor not only shares the teacher's rating, she tells the story of where that rating came with clear examples and plain language.

> *When you deliver feedback, strive to be both supportive and direct. It can be challenging to balance both of these, especially when discussing negative classroom data, but being thoughtful about how to frame your feedback will help you do it well. You should be aware of your own tendencies when delivering feedback, and practice being supportive and direct when delivering negative classroom data. Reflect on the chart below to help find the right mix of support and candor.*

	Unsupportive	Supportive
Direct	**AVOID:** "60 percent of the students were off task during a huge part of the lesson. This is unacceptable; more than half of the students aren't learning."	**AIM FOR:** "60 percent of the students were disengaged when you released students to group work, because they weren't clear what they should be doing. However, 90 percent of the students were engaged during the Do Now when the directions were clear. We're going to work more on giving clear directions to make sure expectations are clear throughout the lesson, and I think you're going to be really excited by how much this increases

Paint a Picture of Excellence

Residents need to know where they stand, but they also need to know what they are working to achieve. The majority of each coaching conversation should be forward-looking and focus on improvement for future lessons. In your conversations, you should *Paint a Picture of Excellence* by describing the specific skill you want the teacher to acquire in sharp detail, including both how it should be implemented and why it is crucial for student achievement.

Effective mentors use several strategies to *Paint a Picture of Excellence* during coaching conversations, and vary their approach based on the needs of the resident and the skill they are developing. Here are a few strategies for how to *Paint a Picture of Excellence* effectively:

- **Model the target skill.** One of the quickest and most efficient ways to *Paint a Picture of Excellence* is to model the target skill yourself. If a resident is struggling with directions, for example, revisit the criteria for giving clear directions, then

model giving directions in that format, before having the resident try it. When you use this strategy, get fully in to your teacher persona. Stand up and show the tone, posture, or even location in the room that you'd like your resident to emulate. When you're modeling complex skills, break them down into smaller pieces, and model them one step at a time. Then, show how these smaller components come together in successful execution. For example, rather than modeling an entire classroom entry routine all together, model each component of the routine separately, and then bring it all together.

- **Use *Teach Like a Champion.*** One of the most powerful aspects of *Teach Like a Champion* is that is clearly codifies elements of excellent teaching practice. Drawing on both the text will help you give a more detailed, clear description of what success looks like in specific teaching skills. When you use the techniques to help your resident improve, frame the techniques as part of the bigger development picture. Help your residents understand that they are not working on a technique just to improve the technique; they are working on a technique to help them get better at critical teaching skills, like managing classroom procedures or using questioning and discussion techniques. There is a chart in the Appendix that lists specific *Teach Like a Champion* techniques and their alignment to Compass components.

- **Show a video of excellent practice.** Watching a video one-on-one with your resident can be great strategies for helping a novice teacher better understand how to execute a skill in the classroom. Set up the video with exactly what the resident should look for and use pause and rewind to drill down on discrete aspects of execution that could help the resident.

Sing a Duet
Effective mentors know that too much coach talk during a coaching conversation can be as problematic as too much teacher talk during a lesson; it is important to have novice teachers own some of the cognitive lifting in a coaching conversation because it increases investment and sets residents up to be reflective practitioners after every lesson. Hearing your resident talk about their practice also allows you to check their understanding. Therefore, effective mentors actively monitor their teachers' understanding during coaching conversations and find opportunities to include her/his voice and perspective by *Singing a Duet*.

One of the most effective ways to ensure a two-way coaching conversation is to the use effective questions. Effective questions ensure that the resident understands their performance, their development areas, and what they need to do to improve.   A common pitfall of questioning during a coaching conversation is allowing questions to obscure the key messages. Use questions to help residents better understand what is happening in the classroom and how they can address challenges, not make them more confused. Here are some sample question stems that you can use; notice how these questions keep the resident and mentor focused on the most important aspects of classroom performance and encourage residents to own some of the cognitive work.

- Why do you think your _____ improved when you _____?

- When you _____, students _____, and this caused _____. How did that affect your ability to get through the lesson?
- When _____, you _____. What do you think is going to happen if you continue to _____?
- Students _____ when you _____. Why do you think they responded in this way?
- To improve _____, we need to address _____. What could you do differently tomorrow in this area?
- I am going to read back something that you said, and you tell me if you think students understood _____.
- What did you do to _____? So, based on what we've talked about for effective _____ what part of that will you want to avoid tomorrow? What part will you want to replicate tomorrow?

Reignite the Fire

You know from experience how challenging teaching can be, and when you're working long hours and struggling in your classroom, it can be easy to lose sight of bigger picture. Every resident in our program has demonstrated a commitment to Richland Parish School District and to our students, and effective mentors never let residents lose sight of their larger purpose.

***Reigniting the Fire* means helping your residents stay connected to their commitment to the teaching profession and to the students we serve while you deliver feedback and build skills.** For this technique to be effective, it will be important that you develop a style for this that's authentic and works with your personality. Here are a few strategies for *Reigniting the Fire* during coaching conversations:

- Celebrate student achievement wins, like a lesson with high levels of learning, or improved engagement from a student who has struggled, and connect these to the resident's goals.
- Connect next steps to the bigger goal of being an effective teacher for the kids in Richland Parish. This might sound like, "We're going to nail giving clear directions this week because mastering that will get you one step closer to being the amazing teacher I know you can be."
- Avoid getting too caught up in jargon and scores when talking about performance. The point of the residency year is not to earn an Effective: Proficient rating in the Domains of the Compass Rubric. It's to be an effective new teacher who's ready to make a real difference in kids' lives, starting on the first day of her first year. Earning Effective: Proficient ratings on Compass are just how we'll know our residents are ready to do that.

As noted previously, effective coaching conversations are largely focused on the residents' development. In addition to clearly communicating about performance and inspiring action through well-framed feedback, you will need to actively build your residents' skills through on-the-spot practice and agree on a plan for the further interventions needed to improve performance.

In the next section, we'll look at techniques effective coaches use to encourage growth through coaching conversations. These techniques support Coaching Standard 2: Develop.

Practice is essential to improvement. All performance professionals including athletes, actors, musicians, and surgeons spend time practicing their crafts to build muscle memory and internalize the discrete techniques within skill sets. Teachers are also performers, yet we rarely spend time practicing our craft. Practice is one of the cornerstones of our resident development approach. We expect residents to spend significant amount of time in their development work with their mentors practicing skills "off-stage" so that they are better prepared to go "on stage" with their students. We consistently see that practicing a skill is one of the most reliable ways to help a teacher acquire or master it.

When you identify a skill gap that you plan to focus on with your resident, practice during a coaching conversation is a reliable way to kick off development and set the table for rapid improvement, and in that way, it's an indispensable part of any coaching conversation.

To *Practice It* during a coaching conversation, the mentor first identifies a target skill to practice, and *Paints a Picture of Excellence* for the resident. Practice is a natural next step after a mentor *Paints a Picture of Excellence,* because it gives the resident a chance to put what they've learned into action.

Next, the coach prompts the teacher to actually practice the skill. If the skill has to do with lesson execution, and targets a skill that's applied during a lesson, the mentor requires the resident to fully assume a teacher persona through stance, tone, or position in the room, and authentically practice the skill as though they were in front of a full class. If the skill as to do with lesson planning, the mentor should give the resident time to actually revise or plan a portion of a lesson, like they would if they were on their own. Just like during skill-building sessions, the mentor provides targeted, bite-sized feedback to the resident based on the practice, and continues to push development as needed.

Through our work in using practice to develop our teachers, we've learned a lot about what makes practice effective. A number of these principles are particularly relevant to the one-on-one development setting presented by a coaching conversation. The book *Practice Perfect: 42 Rules for Getting Better at Getting Better,* by the Uncommon Impact team: Doug Lemov, Erica Woolway, and Katie Yezzi helped us formulate the principles you should keep these in mind as you facilitate one-on-one practice during coaching conversations:

- **Have a specific goal in mind.** Have a clear and measurable objective, (e.g. deliver specific and concrete directions for tomorrow's lesson) to work toward during the practice activity. This will help you give better feedback, and ensure that the resident acquires the precise skill you need them to during practice.

- **Go from simple to complex.** If you are working on a complex skill with many parts, such as responding to student misbehavior, break down the skill into more manageable parts, and then add complexity over the course of the practice.

- ***Insist they "Walk this Way."*** When asking someone to follow a model, the best first step is having them copy it exactly, rather than trying to create their own version

(e.g. you model an introduction to new material, and your resident copies it exactly, rather than making tweaks or coming up with their own version). This will help them build muscle memory and proficiency with the skill, and over time, they'll be better positioned to make it their own.

- **Provide corrective, bite-sized feedback.** Rather than just telling the resident how to improve, tell the resident what to do differently and then ask them to do it again. Don't overwhelm the resident with too much feedback; focus just on the core elements of the skill you're practicing, and limit your feedback to a bite-sized change they can make to improve.

Practicing a skill with your resident is an important step in developing their skills, but often, it will just be the initial one needed for improvement to take place. In the next section, you'll learn about how to sequence activities following that initial practice so that your residents rapidly improve.

During the residency year, the vast majority of development areas you'll address will be the result of skill gaps. Often, our residents know what they should do, and they want to do it, but have trouble executing in the classroom. In some traditional coaching models, mentors rely primarily on oral feedback to the teacher, and often act as a fly on a wall during classroom observations. However, when a resident is trying to overcome the gap between what they know and what they are able to do in action, mentors who combine direct feedback with in-lesson interventions and skill development see the most rapid growth.

In the following section, you'll learn about two strategies for active coaching that take place *during* classroom observations (i.e. in-lesson interventions). As a mentor, you can use these strategies during the first stage of the coaching cycle, "Observe and Diagnose" and as additional interventions as needed.

Model It

Just like students benefit from seeing teachers model academic skills in a lesson, residents benefit from seeing their mentors model teaching skills in the classroom. Mentors *Model It* by selecting a discrete teacher skill that the resident is working on, such as giving specific directions, or clearly explaining academic content, and executing that skill in the classroom while the resident observes.

When you model, you give your resident the opportunity to watch specific teacher actions and experience successful implementation first hand. Modeling also provides a concrete exemplar of a teaching technique or strategy and can help residents overcome assumptions about students' abilities.

Modeling for management-based skills, such as redirecting off task behavior, often happens spontaneously if the opportunity presents itself during an observation. For example, if a resident's directions are unclear, a mentor might rephrase the directions to

*Both **Model It** and **Cue It** allow you to coach the resident during the lesson, and are particularly helpful for residents who need direct support acquiring discrete skills, or who would benefit from seeing or experiencing successful implementation in a classroom setting. In order to get the full benefit of these two in-lesson techniques, effective mentors follow a few guidelines:*

- *Set expectations in advance and make modeling and cueing a routine part of your coaching. If a resident knows what to expect, and sees your active involvement as an important part of their development, we've found that these strategies are not awkward.*

- *Be diligent and only model or cue the skill you're trying to develop; don't try to fix everything in the room. Intervene in a lesson for the purpose of development, not to teach the students or because the lesson is falling apart. Staying focused on developing your resident's skills will help ensure that your in-lesson interventions improve performance not just in this lesson, but in future lessons as well.*

- *Teach the target skill*

the class, in the moment. Once you've set the expectation with your resident that you will jump in as part of your coaching, this type of modeling is efficient and comfortable for all parties.

If you would like to model some instructional skills, such as explaining academic content, or ensuring the lesson contains all content necessary for students to master to objective, you may need to do more advanced preparation. This may look like writing or internalizing a lesson plan prior to modeling a clear introduction to material, for example.

To effectively *Model It:*

- **Consciously reinforce the steps or concrete strategies that you want your resident to emulate.** When you are modeling, do your best to highlight the teacher behaviors that you want the resident to put into practice. Remember, you're modeling to help them gain a clear picture of what they are shooting for.

- **Signal when you are executing something you want the resident to note.** To ensure the resident is focused on your strategy execution, consider setting up a non-verbal cue to signal that you are about to or just utilized a strategy. This will allow the resident to take note of the context and steps involved.

- **Provide look-fors, or follow up about what the resident saw when you modeled.** If you plan to model in advance, provide some "look-fors" for the resident so that they can focus in on the most important things you do in the classroom. If you decide to model in the moment, follow up about the experience during your next coaching conversation to make sure that your resident took away the right things from your model.

Cue It

Even if a resident has started to improve their skill in a practice setting, it can be hard to translate those skills into the classroom. *Cue It* is an in-lesson strategy for helping residents remember to change their behavior or execute a specific action during their lessons. The strategy has many iterations, but generally entails a mentor circulating during instruction, and using hand gestures, whispered prompts, or cue cards to give the resident specific directions in the moment. This strategy is best for reminding residents to implement specific strategies consistently, and helping them develop a more keen awareness of their classroom.

To effectively *Cue It:*

- **Cue what you've taught.** Quarterbacks don't learn plays during games; they learn and practice plays with their coaches and teams before game day so that when a coach calls for a play, they are ready to execute it. Teachers are not positioned to learn new skills while they are actively teaching, and cuing for skills they haven't built can be confusing and frustrating. Instead, cue for skills that residents have learned and practiced previously to help them build consistency and fluency.

- **Make cues simple, few and self-explanatory.** Teachers must manage a lot at once in order to deliver an effective lesson, so to be effective, cues have to be simple, few and self-explanatory. The goal is for the resident to understand your cues and respond to them immediately. One or two word prompts that can be whispered or held up on cards and clear gestures are often more effective than holding up numbers, which can be difficult to remember in the moment. Similarly, acronyms or abbreviations tend to be less effective than quick imperative commands. For example, a card that says "WTD" is less effective than one that says, "Say what to do now." You and your resident may even find it helpful to practice using specific cues in a coaching conversation before using them in the lesson so that they feel more natural in the moment.

> *You may be wondering about how students respond to in-lesson interventions, or how you might maintain resident credibility when you play a more active role in the lesson.* *These are both important considerations when using **Cue It** and **Model It**, but you'll quickly find that both are easy to address. Here are a few strategies to help:*
>
> - *If students are responding to your cues, simply do not engage, and allow the resident to redirect if needed, or do a private individual correction yourself. Because of the frequency of your coaching, students will almost*

- **Make your cues seen or heard.** Be assertive with your cues so that your residents can see or hear them in the midst of their lessons. You may be tempted to stand in a resident's peripheral vision and quickly flash your cards in order to be less invasive, however, this approach will likely lead to missed cues, and your resident won't get the prompts he or she needs.

- **Be flexible in your approach.** If you're not getting results while cueing, don't be afraid to adjust your approach. For example:

    o If you've planned to cue using cards, but the resident is not looking at you when she needs the prompts, walk up to her and whisper them.
    o If you intend to cue on a skill but the resident has implemented your feedback without the additional support, don't feel the need to cue. Use the time to diagnose what you should work on next.

Effective mentors *Create a Chain Reaction* by initiating a chain of development activities that maximize growth in minimal time, where each activity gets the resident closer to the overall target of Developing in the Fast Start skills. Like other aspects of coaching, there is no single right answer for how to *Create a Chain Reaction*, and the work that you will do with your residents will require you to exercise flexibility and judgment in every case.

Creating a chain reaction requires strategic planning. You will need to decide on the best sequence and design of development activities to improve resident performance. The interventions you select, and the order you put them in, will vary according to the needs of your resident and the skills you're trying to develop.

As you develop your ability to design and sequence interventions, it may be helpful to reference a basic framework for *Creating a Chain Reaction*. Successful development sequences address the cause of the gap by building knowledge or skills, or by addressing mindsets directly. Then, they provide opportunities for practice and reinforcement. If a resident makes the desired improvement, the mentor begins working on the next development area quickly, and if the resident does not grow, they analyze why and create a new plan of attack.

The chart below includes four sample *Chain Reactions* a mentor might set up over the course of a weekly development cycle. Remember, these are just samples to show you what a sequence of development strategies might look like in practice. You'll want to tailor your approach this year to the needs of your resident.

Sample Chain Reactions

Description of Resident Needs	Monday	Tuesday	Wednesday	Thursday	Friday
Here is a sequence of development activities that addresses a skill gap. This sequence is aggressive, and it shows that the mentor thinks that the skill gap will require intensive intervention to see improvement.	Model the skill in the resident's lesson (20 minutes) Discuss the model and practice the skill in a coaching conversation and set up some next steps for the resident to take to develop the skill	Cue for skill in the resident's lesson Resident and mentor discuss reflections on what changed with the cues	Cue for skill in the resident's lesson Resident and mentor discuss reflections on what changed with the cues	*Depending on progress, consider cueing one more lesson*	Resident observation Coaching conversation to discuss progress and set up action plan for coming week

Description of Resident Needs	Monday	Tuesday	Wednesday	Thursday	Friday
Here is a sample sequence of development activities that addresses a smaller skill gap where the residents' performance requires less active intervention from the mentor.	Observe lesson Discuss progress from previous week and practice the target skill in a coaching conversation. Then set up some next steps for the resident to take to develop the skill. (20 minutes)	Resident uses planning time to revise lesson plans and practice skill	Mentor observes to ensure improvement, and is prepared to model or cue if more assertive intervention is needed	Resident observation Coaching conversation to discuss progress and set up action plan for coming week	

Description of Resident Needs	Monday	Tuesday	Wednesday	Thursday	Friday
Here is a sample sequence of development activities that addresses two target skills in one week.	Observe lesson Discuss progress from previous week and practice the target skill in a coaching conversation. Then set up some next steps for the resident to take to develop the first skill Mentor observes to ensure improvement happened following practice	Mentor sets up resident to observe a new, second skill	Resident uses planning time to revise lesson plans and prepare to apply new skill	Mentor observes, and is prepared to model or cue if more assertive intervention is needed	Resident observation Coaching conversation to discuss progress and set up action plan for coming week

Description of Resident Needs	Monday	Tuesday	Wednesday	Thursday	Friday
Here is a sample sequence of development activities that addresses a mindset gap.	Observe lesson Directly discuss mindset issue, and generate some next steps to help the resident overcome it	Model a portion of the resident's lesson to show that success is possible Resident uses planning time to observe peer who is succeeding and take targeted observation notes Resident and coach connect for a coaching conversation in the afternoon to debrief the model and prepare for the resident's next lesson	Cue for skill in the resident's lesson Resident and mentor discuss reflections on what changed with the cues	*Depending on progress, consider cueing one more lesson*	Resident Observation Coaching conversation to discuss progress and set up action plan for coming week

Craft S.M.A.R.T. Next Steps

In order for these development sequences to work, both the resident and the mentor must leave the conversation with a clear understanding of how they'll be working toward improvement. Therefore, at the end of your coaching conversations, you'll want to make

time to craft next steps with the resident that focus not only on what the resident needs to improve, but the actions the resident will take to improve.

The acronym S.M.A.R.T. may support your thinking around how to frame your next steps so that they are clear and actionable for your residents:

- **Specific:** The next step clarifies the precise change that must take place before the next observation and provides discrete strategies for improvement.
- **Measurable:** It is clear how success in implementing the next step will be measured.
- **Aligned:** The next step is aligned to the prioritized development area and addresses the root cause of the performance gap.
- **Realistic:** The next step and discrete strategies for achieving improvement are realistic for the resident to achieve between two observations, given his or her current level of development.
- **Time-Bound:** It is clear when the resident will implement the next step.

S.M.A.R.T. Next Steps ensure that you've clearly communicated the *Chain Reaction* you have in mind, so that both you and your resident can do your part. You may a wish to have residents write down their next steps, potentially even in their calendars, as part of the conclusion of your coaching conversation, and to record the same information yourself. This practice leads to greater accountability for resident-owned strategies, and will help you stay organized and follow up appropriately.

In the figure below, we have brought in *Practice It* and *Create a Chain Reaction* by sharing sample practice activities for the coaching conversation and aligned next steps which emphasize the steps the resident will take to improve.

Sample Practice and S.M.A.R.T. Next Steps

Prioritized Development Area/Root Cause	Sample Practice During the Coaching Conversation	Sample S.M.A.R.T. Next Step
Resident does not give students clear, specific, observable, and sequential directions because she has not planned to do so in sufficient detail.	Pull out your lesson plan for tomorrow. Go through and identify the places where you'll need to deliver directions. I'll model how to write specific, concrete, sequential, and observable directions, and then have you practice delivering those directions aloud, and we'll repeat the practice until your directions are clear.	Use specific, concrete, sequential, and observable directions to increase the number of students who follow your directions. • For all upcoming lessons this week, use your planning time to write out the exact directions you will use in your lesson plan, and make sure they are specific, concrete, sequential, and observable. • Practice delivering these directions several times before

Prioritized Development Area/Root Cause	Sample Practice During the Coaching Conversation	Sample S.M.A.R.T. Next Step
		class, with me or another peer in the program. • We will reassess progress on Friday, and we'll look for at least 80 percent of students to follow your directions.
The resident's delivery of complex topics is unclear because he hasn't thought through how to convey information in a student-friendly way.	Take out your lesson plan for tomorrow. Identify where you will introduce the steps of multiplying fractions. Write out the steps for multiplying fractions, and I'll provide feedback.	Explain content more clearly by breaking into logical components. • During planning time, internalize the steps we planned for multiplying fractions and make these steps memorable by creating brief names that will stick in your students' minds. • Practice delivering your lesson at least twice, either to yourself or a peer. • Teach these steps during your introduction to new material tomorrow and narrate the process during guided practice. • I'll observe the lesson and we can discuss it during a coaching conversation.

Prioritized Development Area/Root Cause	Sample Practice During the Coaching Conversation	Sample S.M.A.R.T. Next Step
The resident avoids addressing off-task behavior because she is afraid that the behavior will escalate if she draws attention to it.	We'll role-play a scenario in which I'll play a student with my head down and you need to redirect me. First, I'll model what I'd like to see you do, then you'll have an opportunity to practice multiple times copying each of those approaches. At least once, I'll escalate the behavior so you can practice staying calm when administering a consequence.	By my next observation, address at least 70 percent of off task and misbehavior using non-verbal intervention, positive group correction, and individual correction. • Use planning time to practice your response to students with their heads down, students who are distracted during instruction, and students who slouch in their seats so you're ready to respond in the moment. In your practice, focus on being calm but firm. • I will observe and cue you during your lesson to implement positive group and individual corrections using cue cards.

Execute Interventions

During the Execute Interventions phase of your coaching cycles, you and your resident will work together to act on the plans you've created. In order to drive improvement, and to be successful, you'll need to be both flexible and creative.

When executing interventions, you'll apply **Coaching Standard 1: Analyze and Prioritize and Coaching Standard 2: Develop**. You'll apply Standard 1 by continually analyzing the growth and needs of your resident and using that information to make good choices about how to invest your time. You'll apply Coaching Standard 2 by adjusting your plans to best address needs, and by using a variety of development strategies that will lead to your resident's improvement.

In this section of the manual, you'll learn three specific approaches that effective mentors use to ensure that their residents measurably improve each week.

Be Fair, Not Equal

Just like in our classrooms, we should ensure that the support that we provide to our residents is *fair* because everyone gets what they need to improve, but not *equal*, because it's unlikely that every resident will need the exact same strategies. It is absolutely fine to spend more time with one resident than another, as long as both are making growth toward being effective new teachers. Because of the co-teaching model used in the Teach Richland program, you'll have a good sense of what your resident needs to improve.

To *Be Fair, Not Equal,* analyze and prioritize the needs of your resident to make choices about how to use your capacity, rather than doing the same things for each resident in your building, or that you've done for residents you've worked with in previous years. Consider these strategies for doing so:

- **Measure growth, not minutes.** When evaluating the success of your coaching, remember that every intervention you execute is a means to an end: better teaching in your resident's classroom. The outputs are more important than the inputs. When you look at the performance of your resident week to week, ensure that she is making positive growth and is on track to meet the performance expectations outlined in the Vision for Excellent Co-Teaching. When your resident is growing, try to identify what was successful about the interventions you put in place, and replicate them. When your resident is not growing, use your Lead Coach and mentor colleagues to think through why, and identify alternate approaches.

- **Identify learning styles early.** Some residents are very self-directed learners, and will find or make opportunities to grow themselves, while others will need more direct support from you to make improvement. You'll find that self-directed learners make good use of peer-to-peer strategies and tend to act on next steps quickly. Identifying if/when your resident can manage more independent growth once you agree on a development area will empower you to use more resident-driven strategies when planning interventions.

- **Use your Lead Coach.** Be specific when you talk through the performance of your residents and the intervention strategies you've selected with your Lead Coach. Doing so will help you check your thinking about your how you're investing your capacity, and your Lead Coach may identify opportunities to pitch in or help you reprioritize.

Be Nimble, Be Quick

Before every game, baseball coaches have a plan for defeating their opponents. They've strategically selected the order of their line up to get men on base early in an inning, identified where fielders should stand when different batters come to the plate, and even worked with their pitchers and catchers to identify pitches that expose the weaknesses of specific hitters. These plans are necessary for winning games in the major league, but they are not sufficient because conditions can change quickly. If your pitcher is giving up hit after hit in the early innings, it may not make sense to keep him in the game. If you've got a strong lead late in the late innings, it may make sense to give your starters a rest and give your bench some playing time.   As performance and needs change, coaches are nimble and quick to make adjustments.

The same principles apply to coaching teachers. It is important to plan a *Chain Reaction* that you think will lead to improvement, but it's equally important to assess the efficacy of that plan along the way, and make adjustments as needed. Here are a few strategies to help you *Be Nimble, Be Quick* when you execute interventions:

- **"Pop in."** Since you'll be sharing your classroom with your resident, you won't need to pop in, but often a five or ten minute observation is all that you need to

determine whether or not a resident is on the right track and implementing the skills you've been targeting together. Make quick, informal observations part of your repertoire to gauge progress. They will help you identify when things aren't going well quickly enough to create a more aggressive intervention, and may help you push the teacher to develop a new skill if growth happened more quickly than you anticipated. Mentors sometimes find it helpful to use their Lead Coaches for pop-ins, too. Consider asking your Lead Coach to take a peek at your resident in action to ensure that your interventions are working.

- **Course correct.** Feel comfortable acknowledging when needs change or when a strategy isn't working, and change your approach as needed. If a resident has sufficiently improved in the target skill before you have a chance to cue-card coach, there is no need to follow through with that intervention. Or, if you've been using cue cards to no avail, it may be time to co-teach a lesson.

- **Leave yourself with flexible time each day.** Remember, you are working to ensure that your resident meets the performance expectations laid out in the Vision for Excellent Co-Teaching. Plan your actions and time to meet that goal. It may be tempting to schedule your entire week before it starts, and given all of your priorities, it is a best practice to map out how you will spend the majority of your time. However, in order to *Be Nimble, Be Quick* you have to have time to fit in adjustments. Consider leaving yourself some flexible time each day to accommodate any last minute strategies that could help your resident when her needs change.

Know (and Use) Your Options

In this manual, you've already learned some effective interventions you can use to build your resident's: *Model It, Cue It,* and *Practice It.* These strategies are excellent one-on-one approaches that will help your teachers grow. However, it's important that you leverage the full suite of development options at your fingertips. Effective mentors incorporate a combination of individual strategies, as well as teacher-directed or small group interventions, to drive teacher improvement.

To *Know (and Use) Your Options,* be deeply familiar with the resources available to you for maximizing resident development. The chart below offers a visual reminder of common options using in this program, though you should also feel empowered to create and try additional strategies that you think will result in growth.

Development Options

In-Lesson Interventions	Coaching Conversations	Planning Time	Lesson Plan Review	Peer Collaborative Groups

Cue It *Model It*	*Practice It*	Peer Technique Practice Data Analysis and Reflection Collaborative Planning Targeted Peer Observations	Targeted feedback to improve target development area	Peer problem solving or other strategy to use as a small group

Assess Progress

At least one time each week, you will need to conduct a 20 minute observation for each of your resident and rate their performance using the COMPASS rubric. These observations are an important opportunity for you to track your resident's growth over the course of the year.

Write It Down

When stakes are attached to observations, effective mentors **record a more detailed record of teacher and student actions** than when an observation is set aside for coaching. Having a running record of the lesson makes it much easier to assign accurate ratings. Your notes can also be used to clarify Compass ratings with your resident or to norm with your Lead Coach or university liaison.

Accuracy Counts

As a mentor, you have a vested interest in providing your resident with an accurate picture of their performance. Accurate ratings help you better understand the trends in your resident's performance, evaluate the efficacy of your interventions, and empower your resident to take the right steps toward being an effective teacher. There are a few strategies that effective mentors use to ensure that they are offering a realistic picture of performance to their resident:

- **Know your biases so that you can combat them.** Work to identify the biases you have when rating teachers. Do you tend to be too harsh or too easy compared to other mentors in the parish on ratings overall, or on a specific skill? Do you find yourself comparing residents to ineffective teachers' you've known, rather than the language of the rubric? Do you tend to want to give points for trying? All evaluators have biases, and knowing them on the front end will enable you to check your thinking and work with your Lead Coach to combat them.

- **Rate what you see.** If you've been working with your resident teacher all week on clearly communicating content, and they've made solid progress, it may be tempting to give a rating based on what you know the resident can do, versus what you

actually see during a lesson. Even though this instinct comes from a desire to encourage your resident, it doesn't ultimately help them, or you meet their goal of being a more effective teacher because it inaccurately characterizes the amount of work left to do. Detailed, verbatim notes can be helpful here because they allow you to compare what actually happened during the lesson to the language of the rubric.

- **Grab a buddy.** One of the best ways to ensure the accuracy of a rating is to pull in multiple observers. Use your Lead Coach or member of your administrative team to co-observe a resident and help you norm your ratings. This experience will help you build your skills and positively affect your ability to rate residents.

Keep Pushing

Effective mentors not only use rubric ratings for measurement, they also use them to build momentum for improving their residents' skills. Use your coaching conversations as an opportunity to *Keep Pushing* your resident toward a higher level of proficiency.

While you rate your resident on the Compass rubric, continue to apply strategies such as *Hone In* and *Get Underneath It* so that you can initiate interventions during your coaching conversation. Also, use these observations and results as an opportunity to reflect on the effectiveness of the interventions from the week. Did your resident grow as you had planned? Why or why not? What do you need to do next to help your resident be an effective new teacher who is prepared for their own classroom in the fall?

Earn Trust, Motivate and Influence

Mentors are a critical line of support to residents. Yet, for significant growth to occur over the residency year , residents must also develop and improve student outcomes independently. To do this, effective mentors work to invest each resident in a clear vision of effective teaching, encourage regular self-reflection and a growth mindset, and support residents in developing the skills necessary to continuously improve. The mentors and resident are partners in ensuring the classroom meets the instructional and learning expectations laid out by the Louisiana Student Standards by the end of the school year.

There are a few strategies that effective mentors use to ensure that they are earning the trust if their residents and motivating them to do their best work in the classroom:

- **Coach with a Vision of Excellent Instruction.** Clearly communicate your content-specific vision for excellent instruction using the Compass Rubric, the Louisiana Student Standards and your curricular resources as guides. Use your instructional expertise to set short-term and long-term development goals specific for each resident. You can invest your resident in the vision and development goals by regularly referencing them and connecting them to improved student performance. Don't let academic, behavioral, or contextual challenges become barriers to maintaining high expectations for students.

- **Maximize Individualized Interventions.** You can build credibility and trust by establishing your instructional expertise and following through on your commitments and next steps. It's helpful to learn about your resident's learning style and attitude toward their work to build strong partnerships that result in individualized coaching and rapid improvement. You'll find you may need to adapt
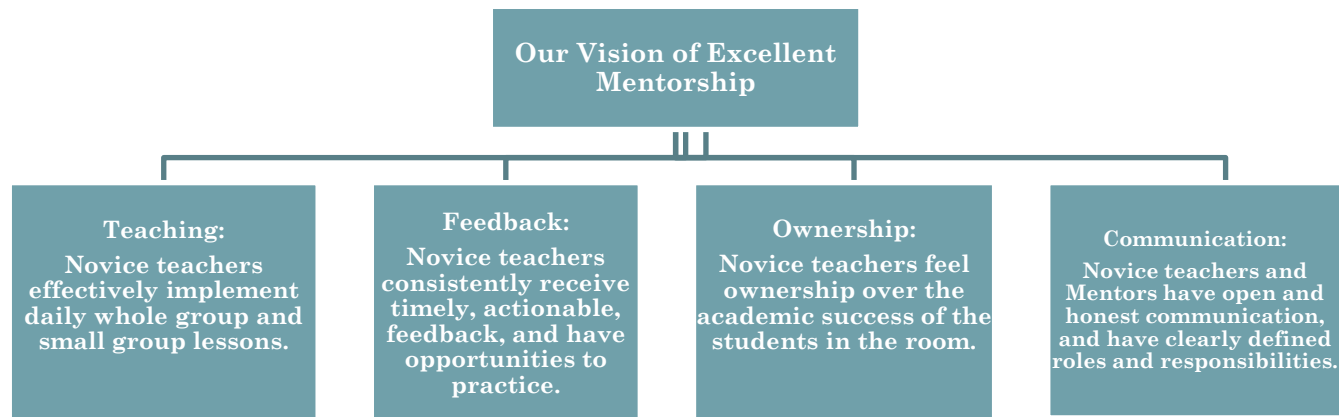
your communication style, approach to motivation, and/or approach to learning to fit individual residents' needs.

Mentor Rubric

Overview

This guide is intended to provide mentors and their school and district leaders with a common language that articulates what excellent coaching and mentorship looks like in action. Mentors in Richland Parish will be supported to demonstrate a high level of skill, as articulated in the *Elevate* and *Support* pillars of the program vision. This rubric is intended to be a *developmental tool* for mentors and those who work with mentors. This rubric has the potential to be used as an evaluation tool.

The rubric is based on the following four tenants of excellent co-teaching:

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                    ┌─────────────────────────┐
                    │ Our Vision of Excellent │
                    │       Mentorship        │
                    └─────────────────────────┘
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Teaching:	Feedback:	Ownership:	Communication:
Novice teachers effectively implement daily whole group and small group lessons.	Novice teachers consistently receive timely, actionable, feedback, and have opportunities to practice.	Novice teachers feel ownership over the academic success of the students in the room.	Novice teachers and Mentors have open and honest communication, and have clearly defined roles and responsibilities.

Developmental Range:

Ineffective: The ineffective mentor is either unwilling or unable to effectively implement most coaching techniques, having little to no positive impact on novice teacher performance.

Effective Emerging: The novice mentor is attempting *some* coaching techniques, with limited success and/or impact on novice teacher performance.

Effective Proficient: The effective proficient mentor can use various coaching techniques and can apply *some* techniques resulting in mixed novice teacher performance results.

Highly Effective: The highly effective mentor uses a wide range of coaching techniques, is intentional and strategic in their practice and their interventions consistently result in improved novice teacher performance.

Teaching and Feedback			
Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
Observations			
Ineffective mentors…	*Effective Emerging mentors…*	*Effective Proficient mentors…*	*Highly Effective mentors…*
• Do not allow their novice teacher(s) to teach enough. Novice teachers are often completing paper work or observing from the back of the room. • Often go long periods of time without giving feedback, or giving feedback that is not actionable. • Often engage in other teaching responsibilities while novice teachers are lead teaching, and do not collect meaningful data on novice teacher progress. • Do not track novice teacher data, or track	• Have difficulty prioritizing their schedules, often deprioritizing allowing novice teachers to teach, and observation/debriefs. Novice teachers often do not get adequate teaching time. • Collect data in each observation by primarily staying in one spot and taking a running record. Effective emerging mentor focus primarily on teacher actions, and do not regularly interact with students in classrooms.	• Allow enough time for novice teacher teaching in accordance with the Vision of Excellent Co-Teaching. • Have a strategic plan for the week and make adjustments to future days based on new data. They prioritize time for novice teacher development, and can create meaningful plans for their novice teacher(s) on days or weeks where they have competing priorities. Novice teachers consistently get enough teaching time.	• Demonstrate all effective proficient behaviors. • Encourage and allow novice teachers to teach more than the Vision of Excellent Co-Teaching requires. • Have a strategic plan for the week, and sometimes beyond that can be used as a flexible guide, making adjustments as necessary to meet their novice teacher's needs. • Adjust their plans nimbly to satisfy all responsibilities without sacrificing development time for novice teachers.

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data without communicating action steps to novice teachers.

- Need significant time after an observation to analyze the data and determine a key lever and next steps.
- Are inconsistent about entering data into coaching log, and often enter action steps without communicating them in person to the teacher.

- Gather high quality data during observations by talking to students, and observing teacher actions. Identifies key levers that result in novice teacher improvement.
- Efficiently track data, and consistently enter observation data into coaching log.

- Hone in on appropriate key levers that are logical within a larger chain reaction while still in the classroom (often).
- Successfully use data to track novice teacher development and consistently improve novice teacher practice.

Identifying Action Steps and Planning

Ineffective mentors…	*Effective Emerging mentors…*	*Effective Proficient mentors…*	*Highly Effective mentors…*
• Do not set goals with novice teachers. Novice teachers do not know their goals, and there is no actionable plan for novice teacher development. • Frequently identify the wrong key lever, or assign action steps that do not lead to novice teacher improvement. May also fail to assign action steps for long periods of time. Novice teacher does not	• Are inconsistent in setting goals with novice teachers. Novice teachers may not know what their development goals are.. • Have trouble identifying meaningful action steps, and differentiating between action steps and long-term goals. They often struggle to narrow down teacher goals to something manageable.	• Analyze and determine appropriate action steps during observation. • Gather data from teachers and students during an observation. • Demonstrate positive mindsets about data analysis and recognize that it is key to prioritizing the right actions for teachers. • Create logical chain reactions for development, which lead to mastery of larger goals.	• Consistently demonstrate all effective proficient behaviors. • Analyze the current performance in the context of the teacher's pattern of performance to develop a series of action steps that are logical and intentional. • Communicate a series of development steps that include mentor-driven and novice teacher-driven activities with clear next steps that maintain the

understand their development trajectory.	• Do not connect action steps from week to week.		momentum of a teacher's development.

Coaching Conversations			
Ineffective mentors…	*Effective Emerging mentor…*	*Effective Proficient mentors…*	*Highly Effective mentors…*
• Do not frequently conduct coaching conversations. When coaching conversations occur, they are limited to glows and grows, or are ineffective in conveying actionable next steps. Conversations rarely include any practice (on or off stage). • Do not maintain positive relationships with novice teacher(s). • Do not attempt to make connections between	• Strictly follow the formula for constructing coaching conversations, but may not yet take advantage of all communication opportunities. Have weak or negative relationships with their novice teacher(s). • Do not make strong connections between current and previous conversations. • May deprioritize practice during coaching conversations. May plan for practice during	• Effectively facilitate debriefs that include actionable next steps and prioritize practice (on or off stage). • Make next steps applicable to most lessons. • Have positive relationships with novice teacher(s). • Are direct and clearly communicate novice teacher's performance and next steps. • Plan practice elements into every conversation, and often devote the	• Demonstrate all Effective proficient behaviors. • Use compelling language to frame feedback and performance messages to motivate and invest novice teachers in their approach to development. • Cultivate a growth mindset in novice teachers, such that they appreciate direct feedback and are open to new learning. • Frequently attempts to connect all of a novice teacher's development opportunities (PLCs, Grade Level Meetings, PD, debriefs, etc.) to make them seamless.

current and previous
conversations.

conversations, but
frequently runs out of
time

majority of conversation
time to practice.

In Lesson			
Ineffective mentors…	*Effective Emerging mentor…*	*Effective Proficient mentors…*	*Highly Effective mentors…*
• Do not attempt in lesson interventions.	• Mentor is intimidated by the idea of coaching during a lesson, either because they are uncomfortable with the process or are concerned that novice teacher might be reluctant.	• Use in-class coaching strategies frequently • Provide cues linked to previous development areas through signs, whispering, earbuds or hand signals. • Plan ahead with novice teacher(s) to model key skills within the lesson.	• Demonstrate all effective proficient skills • Make in-the-moment adjustments to planned cues and models in response to the novice teacher's actual performance that result in immediate performance improvement.

Ownership			
Ineffective	**Effective Emerging**	**Effective proficient**	**Highly effective**
Observations			
Ineffective mentors…	*Effective Emerging mentor…*	*Effective Proficient mentors…*	*Highly Effective mentors…*
• Does not work with novice teacher(s) to set personal goals and track progress toward them. • Do not invest their novice teacher in taking ownership over the success of the students in the classroom. Novice teachers often feel disconnected from the success or failures of the students. • Do not give novice teachers adequate teaching time, or time to interact with students. As a result, novice teachers do not build meaningful relationships with students, set learning goals with students, or track student data. • Do not include novice teacher in data analysis and student work analysis. Novice teacher	• Sets goals with novice teacher(s), but rarely monitors progress toward them. • Occasionally include novice teachers in data analysis and student work analysis, and occasionally give novice teachers some responsibility for making plans to address student misunderstanding. • Do not consistently allow novice teacher(s) to take full ownership over lessons, portions of lessons or series of lessons. Novice teacher(s) rarely have the opportunity to plan and execute lessons, collect and analyze student data and create action plans to address student misunderstandings. Novice teacher(s) typically do support work, but do	• Set meaningful goals with novice teachers and track progress toward them. Novice teacher, mentor and lead coach are all aware of novice teacher goals and their purpose, and are aware of novice teacher progress toward goals. • Support novice teachers to adjust goals based on observation and student data when necessary. • Support novice teacher(s) to set meaningful student learning goals, and track progress towards them. Occasionally provides too much support, or not enough, causing some missed opportunities for full novice teacher ownership. • Fully includes novice teacher in all data analysis and student work	• Work in partnership with novice teacher(s) to set meaningful personal goals, and push novice teacher(s) to take ownership over tracking and reporting progress toward them. • Encourage novice teacher(s) to adjust goals when necessary by using relevant data to make the case for the change to stakeholders (mentors, lead coaches, principals, etc.). • Push novice teacher(s)t to take full ownership over student learning goals and tracking student progress. Helps when necessary, but does not offer more support than necessary for novice teacher to meet success. • Allow novice teacher(s) to take on the full

does not have an accurate gauge of student understanding.

not have the opportunity to take on additional responsibilities as the year progresses.

analysis, often allowing novice teacher to own assignments for a unit, or set of lessons.
- Occasionally allow novice teacher(s) to take on full teaching responsibilities.

responsibility of teacher for the portion(s) of the day(s) they lead. Novice teachers consistently plan and implement daily lessons, collect and analyze student data, and create action plans to address student misunderstanding.

Communication			
Ineffective	**Effective Emerging**	**Effective Proficient**	**Highly Effective**
Observations			
Ineffective mentors…	*Effective Emerging mentor…*	*Effective Proficient mentors…*	*Highly Effective mentors…*
• Do not have systems in place to ensure that novice teacher(s) understand their vision and direction for the classroom, or for novice teacher development. • Often have negative, condescending or dismissive interactions with novice teacher(s).	• Have a clear vision and direction for their classroom, and have communicated to novice teacher(s). • Have a functional relationship with novice teacher(s) that allow them to effectively co-teach, and co-manage the classroom. There are occasional misunderstandings, or discrepancies, but mentor works to resolve them and ensure clarity going forward.	• Include novice teacher input as they create classroom vision and goals, and uses co-planning as a positive development opportunity. • Shares responsibility with novice teacher(s) in a way that allows them to feel ownership and success. • Have clear systems and structures in place for novice teacher(s) to comfortably share feedback and ideas.	• Work in partnership with novice teacher(s) to create classroom systems, structures and routines, and to create clear communication structures and problem-solving protocols. • Cultivate relationships with novice teacher(s) that allow them to feel comfortable, confident and excited to share feedback with their mentor. Novice teachers often share unsolicited feedback on quality of teaching, quality of feedback and overall satisfaction with their residency experience.

Part 3: Our Vision of Teacher Excellence

Resident Evaluation

Aspiring teachers will be evaluated by their administrators using the COMPASS rubric following the guidelines of formal evaluations across the district. Mentors will be expected to maintain a weekly coaching log that captures their growth over time.

The Coaching Log will be shared digitally with you, but is follows the below format:

First Name	Last Name	Mentor	Initial Diagnostic					GOAL:					Mid-Rating 1 - Date:				
			1c: Setting Instructional Outcomes	2c: Managing Classroom Procedures	3b: Questioning and Discussion Techniques	3c: Engaging Students in Learning	3d: Using Assessment in Instruction	1c: Setting Instructional Outcomes	2c: Managing Classroom Procedures	3b: Questioning and Discussion Techniques	3c: Engaging Students in Learning	3d: Using Assessment in Instruction	1c: Setting Instructional Outcomes	2c: Managing Classroom Procedures	3b: Questioning and Discussion Techniques	3c: Engaging Students in Learning	3d: Using Assessment in Instruction
Jane	Doe	Rebecca Freeland	Ineffective	Ineffective	Ineffective	Ineffective	Ineffective	Effective: Emerging	Effective: Proficient	Effective: Emerging	Effective: Emerging	Effective: Emerging					

| Quarter	Mentor	Dates	Resident	Coaching Goal	Compass Domain Addressed	Target Student Outcomes	Intervention	Notes	Initial Rating
1	Rebecca Freeland	8.21-8.25	Jane Doe	Move from ineffective to effective proficient in questioning and discussion techniques	3b: Question and Discussion Techniques	90% of students engage in discussion directly without teacher.	Observation and Debrief	Practitioner is confusing explanation of content with discussion and not inviting students to engage in discussion directly with one another. Develop two questions of high quality that cause students to think and reflect, to deepen their understanding	Ineffective

Best Practices in Literacy Instruction

This portion of the handbook provides a variety of guidance and resources to support you and your resident to implement current and best practices in literacy instruction.

Three Shifts in Literacy Instruction

The Louisiana Student Standards for Literacy were designed to prepare our students for greater success in their K-12 schooling, as well as set up students for high levels of success in their postsecondary education and training. To learn more about the Louisiana Student Standards, please visit the [Louisiana Believes website](#).

In order to for our students to achieve the expectations called for in the standards, teachers must align their teaching practices to three important shifts: Text Complexity and Academic Language, Evidence-Based Writing and Discussion, and Knowledge Building.
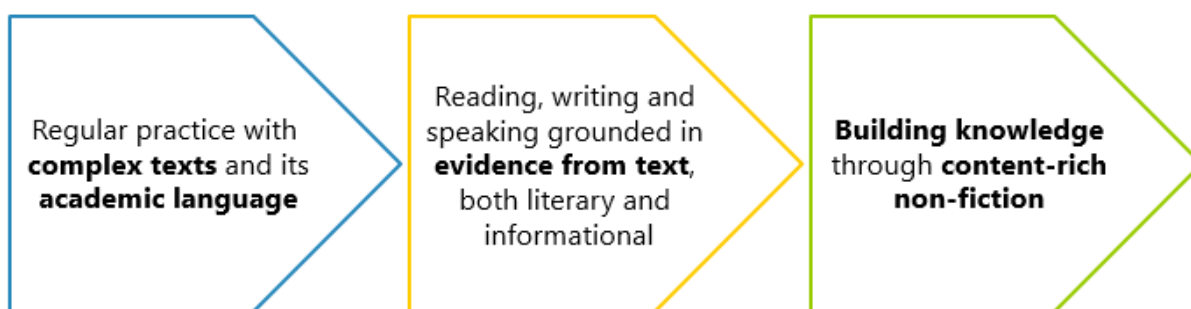
Complexity

Rather than focusing solely on the skills of reading and writing, the Louisiana Student Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. CCR 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.

Check out these additional resources to support your efforts to use complex text in the classroom:

- From the Common Core State Standards, [Appendix B: Text Exemplars and Sample Performance Tasks](#)
- Suite of resources from Student Achievement Partners around [choosing and using complex text](#)

Evidence

Effective literacy instruction requires students to ground their reading, writing and discussion in evidence from complex text – both literary and informational texts. The 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, CCR standards expect students to answer questions that depend on their having read the text or texts with care. CCR 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.

For more information on using text-dependent questions in your literacy instruction, see these helpful resources from Student Achievement Partners:

- Guide to Creating Text-Dependent Questions
- Checklist for Evaluating Question Quality

Knowledge

Building knowledge through content rich nonfiction plays an essential role in literacy instruction. 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.

Frame for Preparing, Implementing, and Assessing Close Reading Lessons from Student Achievement Partners:
- Find a text as closely related to the curriculum as possible. Use the three part system explained in Appendix A to determine complexity. Be sure to use the Supplement to Appendix A to determine the quantitative measures.
- Carefully read the text a number of times to determine the essential understandings you want students to come away with from working with this text. This will definitely take a number of careful readings.
- Write a culminating assignment you think will show you whether or not students have grasped the essential understandings.

- Determine what standards the essential understandings and the culminating assignment address.
- Determine which vocabulary words are essential to understanding the text and *cannot* be determined from context. Often there will be many of these words, and thus some should be taught before reading and some during the first read. See Vocabulary and the Common Core for how to best approach vocabulary instruction.
- Determine which vocabulary words, though perhaps not essential, are powerful words students should know and cannot be determined from context. See Vocabulary and the Common Core for help in how to select these words.
- Determine which vocabulary words essential to understanding the text can be learned from context. Prepare text dependent questions to help students learn these words. See Complete Guide to Creating Text Dependent Questions for examples of these types of tdq's.

First Phase: ("Phase" is used here rather than "first read" because one phase, especially with shorter more complex text may involve more than one reading). The goal of the first phase is for students to get a gist or basic comprehension of what the text is about. Close reading can involve much time spent on words, phrases, sentences and smaller portions of text, thus it is easy for students to lose the forest for the trees. A clear sense of the gist of the text helps prevent this.

- Before reading it may be necessary to provide background knowledge essential to understanding the text. This should be as minimal as possible and care should be taken not to provide knowledge that can be learned from careful reading.
- Teach the vocabulary you have determined essential to comprehension that cannot be learned from context. This can be done before the first read, during one of the readings in the first phase, or both.
- Depending on the complexity of the text, you may want to read the text aloud during this first read while students follow along. This will support struggling readers and help develop fluency at the same time. Other than vocabulary, this first read should be as unencumbered as possible giving students the experience of absorbing independently what they can at this point from what a rich complex text has to offer.
- Again, depending on the complexity of the text and student ability, this can be followed by a second read where students read either independently or in pairs. This second read can ask students to respond briefly after reading with what they feel the gist is, or what this text is mostly about. This read can also include vocabulary in context text dependent questions for those words considered essential to understanding the text.
- This first phase should conclude with text dependent question(s) to insure that students have a gist of the text. You should not go on to the next phase until you are comfortable that all students have this. In some cases this may mean that you need to explain the gist, but this should only be after students have had the opportunity to determine this independently either individually or in groups.

Second Phase for Narrative Texts: The goal of the second phase is for students to develop what cognitive psychologists refer to as a "situation model" of the text. A situation model for narrative text is similar to a story line or plot; it frames how we understand narrative texts and therefore can be helpful in creating text dependent questions for

students in this second phase to move beyond the gist.

The elements of a situation model are time, space, protagonists, intentionality, and causality. Time and space are of course setting, protagonists are the characters in the narrative, not just who they are but their traits, intentionality is what they intend to do, and causality is what these intentions end up causing, whether intended or not. Students need to grasp the elements of the situation model before they can productively work with tasks addressing theme, craft, language, comparison, or evaluation. Questions in this phase are not necessarily literal or constrained. Questions about time and space or setting, for example, can also address how these influence events, characters' actions, or even motivations. Similarly, questions about characters can address their traits and how these interact with intentions or motivations. Questions about causality need not be limited simply to what happens but how it relates to traits, intentionality, or setting. Phase two should cement all of these interacting elements in students' minds allowing them to probe themes and address and evaluate craft in phase three without losing sight of the text. The following suggestions can help you create text dependent questions for this phase.

- Using the situation model as a guide, craft a series of text dependent questions. For each, write the proficient answer you are looking for. While doing this, keep in mind whether you would like these questions to be addressed individually or in groups.
- Look over your questions with an eye for whether or not they are moving students in the direction of being able to do the culminating assignment, keeping in mind that stage three is still to come.
- The questions in phase two should be gone over and students checked for understanding before moving onto phase three. Every effort should be made for students to master these questions individually or in groups. If this does not happen for all students, the teacher should be sure to cement these understandings either in whole class, small groups, or both. Explanations after students have wrestled with something are more likely to produce learning than when we do all the work for students. If students do not have the understandings that underpin the situation model addressing areas such as craft, theme, and language, phase three runs the risk of becoming a dry, abstract exercise void of context, lack of appeal, and is likely not to stick.
- You should not wait for all students to answer all questions. As soon as all groups have finished the first one or two questions, bring the class together to address these. This is important as a check for understanding, but also because text dependent questions should be designed to help lead students to comprehend the text, and failure to grasp early questions, can make understanding later questions more difficult.

Second Phase for Non-narrative Texts: The situation model for non-narrative texts grow out of the structure of the text. Non-narrative texts generally fall into one of the following structures:

- Informational: what information does author want to convey and why
- Argument: what argument and counter argument is being made (if there is a counter argument), same for opinion
- Problem/Solution: what problem is presented, what solution is proposed, what obstacles must be overcome

- Goal/Action/Outcome: What goal is presented and why, what actions are proposed to meet the goal, what obstacles if any are presented, what outcome is desired
- Process: what process is being explained, what is its importance
- Descriptive: What is being described, why does the author want to describe it

Questions designed to help students unpack these texts would address each of the elements that constitute the situation model for that structure before going onto deeper analysis. Approaching it this way has the added advantage of helping students understand and use text structure which you should make clear in the process of working with each text. Similar to narrative texts, questions evaluating the effectiveness of an author's work, how it connects to what is being studied, use of language, what we learn from the text, and the validity or consistency of the ideas presented, are all more likely to be understood once students have a firm grasp of the situation model.

Questions for this phase can follow the same guidelines as narrative texts using, of course, the different situation model. It is important to keep in mind that informational texts are often read, at least in part, to acquire knowledge, and thus there will likely be more literal questions for these texts. Literal, however, does not mean easy. Rich complex, informational texts will still require significant effort from students to address literal questions.

Third Phase for All Texts: Research has shown that the most proficient readers have what is called a high, standard of coherence where they expect to understand everything a text has to offer and work toward achieving that end. There are two steps needed to develop this habit of mind. First, students need to develop a sense of how much rich complex text, of any kind, has to offer. This can come about through our text dependent questions and activities we lead to see this in a variety of texts on a regular basis. Second, we need to develop students' ability to independently respond to these text dependent questions, and thus over time to see what these texts have to offer without the scaffold of text dependent questions. Close reading lessons need to work toward these goals. In this third phase, we go after the deepest learnings the text offers, address difficult portions of the text, focus on language, craft and theme, and finally stepping back to examine the skills which may have helped us do this. The following can help us craft questions for this phase:

- Devise questions addressing craft and literary techniques while being careful to connect these to meaning as opposed to entities in themselves
- Evaluate the effectiveness of these moves in terms of advancing the authors purpose, enhancing or clarifying meaning or tone, or even making the text more cohesive.
- Focus on language and especially on how word choices can affect meaning and tone. Keep in mind this is not asking for the meaning of the word, which if necessary should have been done in one of the previous phases, but rather why the author might have chosen this word or phrase, how it contributes to tone and meaning, or how another word might change the meaning, tone or direction of the text
- Address questions to the most difficult portions of the text which may not have been addressed already. This should be done even if you feel these are not essential to understanding the text. Though there are many ways a text can be difficult, they are finite, and the more we call students attention to these the stronger they will become with complex text

- Review your questions once more to see if there is anything else you can mine from the text that you have not approached
- At this point, review all of your questions and see if when successfully addressed, they would support students success with the culminating assignment
- A close reading lesson that is thorough and deep should include text dependent questions that address all the standards other than 7 (the multi-media standard) and 9 (the multi-text standard) unless these were specific intended and included the right text or texts. So at this point, check to see that your text dependent questions do this
- Go back to previous questions that have already been fully addressed and ask students about the thinking that needed to be done to address these questions. This is especially helpful with the questions you felt were the most difficult. Point out to students that this type of thinking will help with similar questions reflecting similar features of a text and to keep this in mind when they run into trouble. This, of course, will bring up various skills and strategies; it is important however that students understand that when they read a text they are focusing on what the text says and not any one strategy, skill, or combination of these. When they are stuck, they should first carefully reread the relevant portion(s) of text to see if this addresses their lack of understanding. If this fails, they can try some of the skills, strategies, or types of thinking that might be helpful. The ones most likely to help are as follows:

  - Are there some words I don't know the meaning of that might be causing this problem, or that I think I know the meaning but maybe I am wrong, or the word is being used differently than it usually is
  - Are there some very long sentences that I can carefully break down to be sure I know the meaning of the sentence and what role it plays in the paragraph
  - Are they asking me to connect the part of the text I am looking at to something that came earlier in the text
  - Is there a lot of information in this section of the text, and if so should I see if I fully understand each piece of information and how it connects to others

Fourth Phase all texts: The fourth phase prepares students for the culminating assignment, administers it, and evaluates the results. A good culminating assignment should require students to find all the relevant evidence addressing the prompt. Be sure they understand it, and then organize it and present, usually in writing. This is a difficult four-part task and especially early on needs to be scaffolded by breaking it down. Although there is not one way to do this, the three column evidence guide can be very effective in that it addresses the first three parts making success in the fourth part far more likely.
At least one day should be devoted to working on the evidence guide to prepare students for the culminating assignment. At least the first few times students do this you should consider putting them in groups or pairs. You should also check students' work and review with the class before moving on to the culminating assignment. It is possible for students to do the evidence guide well and still have significant problems with the culminating assignment; a poor evidence guide, however, will essentially guarantee failure with the culminating assignment. Not insuring it is done well is setting students up for failure.

The culminating assignment to a close read offers a unique opportunity to determine if students understand any one or a number of standards. When reading a complex text for the first time, as in traditional assessments, students may not understand the text for a variety of reasons but most likely because of the related demands presented by unfamiliar vocabulary and background knowledge. Thus we don't know if a student's confusion reflects failure to understand the standard and demonstrate this understanding (as these are not the same), or rather that he or she did not comprehend the text. In other words, with a simpler text he or she may easily demonstrate understanding of the standards(s) involved. This potential confound is eliminated when standards are assessed through a culminating assignment following a close read. In this case, vocabulary has been taught and the topic is familiar to students as they have spent a number of days discussing it and addressing questions. Thus the culminating assignments following close reads are the only valid record of students' actual understanding of the standards.

Sample Literacy Chain Reaction

Previously in this handbook, you learned about creating a chain reaction as a coaching technique to support Coaching Standard 2: Develop. To review, A *Chain Reaction* is a plan or collection of professional development activities that build on one another and are sequenced to maximize growth in teacher practice and student outcomes in minimal time. The following characteristics are hallmarks of strong *Chain Reactions*:

- <u>Address the Root Cause:</u> Successful *Chain Reactions* measurably improve teacher performance because they address the specific teacher knowledge, skill, and/or mindset gaps that are at the root of the prioritized classroom gap(s).

- <u>Strategically Planned:</u> Based on an understanding of classroom data, the teacher's short and long-term goals, and the teacher's development needs, mentors strategically select interventions and sequence them to efficiently improve teacher performance and student outcomes. Throughout the *Chain Reaction*, mentors provide ample opportunities for practice and reinforcement.

- <u>Adapt Flexibly:</u> Strong *Chain Reactions* are reactive to the current realities in the classroom. For example, if a teacher makes desired improvement, the mentor begins working on the next development area quickly, and if the teacher does not grow, the mentor analyzes why and creates a new plan of attack.

Below are two sample Chain Reaction examples: (1) close reading and (2) rigorous discussion. We know that differentiation is key to successful coaching, and there is no single right answer for how to create a Chain Reaction. Mentors use their judgement to create and adapt Chain Reactions to fit the needs of the teacher, the school context, and the students. While no one plan will work for all teachers, the following Chain Reactions provide strong examples of how to support an ELA teacher in incorporating close reads and rigorous instruction into instruction. Feel free to adapt it to fit the needs of your coaching context.

Close Read Chain Reaction

Notes about the Chain Reaction

This *Chain Reaction* is designed to support residents in implementing a close reading lesson in their classrooms. Close reading is an ELA lesson type that incorporates reading, writing, speaking, and listening activities and generally involves multiple reads of the text. It also uses questions to engage students in thinking about the text's meaning, language, literary features, and structure. Close reading ends in a culminating task that allows students to demonstrate how well they grasp the key concepts. Ultimately, it focuses the reader's attention on a meaningful, appropriately complex text with the end goal of deeper comprehension. You may find examples of close reading lessons from Student Achievement Partners (SAP) here and a frame for preparing, implementing and assessing close read lessons from SAP here. Timothy Shanahan's blog, Shanahan on Literacy, also shares this useful Power Point on planning for a close read.

Outcome- to improve student engagement in and comprehension of the text by developing the resident's ability to execute a strong close reading lesson (assuming there is an investment in literacy and they have appropriate text)

- Resident Goal: The teacher will successfully plan and execute a close read lesson using an appropriately rigorous text.

- Student Goal: Students will read the text and respond to the text-based questions, providing a claim and evidence to support them.

Approach – In order to support the resident in meeting the outcome efficiently, the mentor will strategically leverage school-specific systems, people, and tools including (but not limited to): curriculum, student work, other teachers, professional development opportunities, and student intervention systems. The example below provides a sample chain reaction to meet the outcome using this approach. It is differentiated to provide examples of how the chain reaction could be adapted for different school contexts.

1. Observe a close reading lesson.
    o <u>If the school has a strong model classroom:</u> The resident can observe the model classroom, observing look-fors provided by the mentor.
    o <u>If the school does not have a strong model classroom:</u> The resident will watch a video of a strong close reading lesson, observing for close reading lesson look fors. The mentor may pause the video at points to highlight elements of the close reading lesson. Example videos Include:
        ▪ [1st Grade Example](#)
        ▪ [5th Grade Example](#)
        ▪ [9th Grade Example](#)

        Note: These videos require mentors to set up a free account with [America Achieves](#). Mentors need to log into their account before clicking on the video links.

2. Debrief the video with the resident. Begin by reviewing the look-fors. Then, complete a task analysis, evaluating the complexity of the lesson text and the rigor and alignment of the lesson questions and tasks. Finally, consider the work students completed to determine their level of proficiency at the end of the lesson.
3. Help the resident choose an appropriate text excerpt (or give it to the resident). *Note: This step assumes that the mentor has not worked much with the resident on content prior to this Chain Reaction.*
    o <u>If the school has a strong curriculum in place:</u> Work with the resident to identify the texts in the curriculum and develop an understanding of why the texts are rigorous and meaningful. Support the resident in choosing an appropriate excerpt of the text for the close read to focus on.
    o <u>If the school does not have a strong curriculum in place:</u> Help the resident select the appropriate text or provide one in the moment. Work with the resident to choose an appropriate excerpt for the close read. Afterward, work with the instructional expert (Ex. Curriculum Specialist, Principal) to identify the anchor texts for the rest of the year.

4. Have the resident read and understand the text. Give them things to do while reading (Ex. annotating, completing analysis). Then co-plan with the resident, crafting text dependent questions, scripting exemplary responses, and determining how the resident will respond to students' answers in the moment.
5. If the school has a strong curriculum in place: Select aligned questions from the curriculum and craft additional questions as necessary. Use the curriculum as a support in scripting exemplar responses and determine how to respond in the moment.
6. If the school does not have a strong curriculum in place: Use the text and the broken-down standards as a support in writing text-dependent questions.   Use your understanding of the text and standards to craft exemplar responses and determine how to respond in the moment.
7. Support the resident in executing the lesson (potentially co-teaching, videotaping, etc.).
8. Debrief student learning immediately after. Consider which students comprehended well, which did not and why. Identify how the resident can improve comprehension tomorrow and if the student intervention system should be utilized (if applicable).
9. Then resident and mentor adjust tomorrow's lesson based on student learning trends from today.

Notes about the Chain Reaction

This particular *Chain Reaction* provides an example of how a mentor might work with an ELA resident to incorporate rigorous discussion into a reading lesson. This *Chain Reaction* is focused on daily discussion rather than a Socratic Seminar structure. It assumes that the resident's lessons already include rigorous texts and aligned scaffolded questions.

Outcome- Students complete more of the cognitive lift by meaningfully discussing the text with one another, using evidence and building off of each other's ideas rather than independently completing written worksheets.

- Resident Goal: The teacher will successfully plan for and lead class discussion about a rigorous text that requires students to cite strong evidence and complete the majority of the cognitive lift.

- Student Goal: Students will share and explain meaningful, oral evidence to support their thinking. Students' interactions with one another deepen the class's overall understanding of the text.

Approach – In order to support the resident in meeting the outcome efficiently, the mentor will strategically leverage school-specific systems, people, and tools including (but not limited to): curriculum, student work, other teachers, professional development opportunities, and student intervention systems. The example below provides a sample *Chain Reaction* to meet the outcome using this approach. In this *Chain Reaction,* we're assuming that the resident already has a rigorous text and strongly aligned and scaffolded questions in place.

1. Observe a model text-based student discussion in order to set a vision of what meaningful discussion during a reading lesson looks like in action.
   - If the school has a strong model classroom: The resident can observe the model classroom, observing look-fors provided by the mentor.
   - If the school does not have a strong model classroom: The resident will watch a video of a model, observing for the mentor-provided lesson look-fors. The mentor may pause the video at points to highlight elements of the rigorous discussion. Example videos Include:
     - Elementary Example
     - Middle School Example

2. Debrief the video. Start by reviewing the look-fors. Then, complete a task analysis, considering the discussion and types of thinking the students completed. If appropriate, compare this to the current level of discussion in the classroom. Depending on the needs of the resident, this could be done with the mentor or as a self-study.

3. (Complete a student work analysis to determine students' current strengths and weaknesses with supporting and explaining their ideas with textual evidence.

4. Execute one or more offstage and onstage intervention to target those gaps so that <u>students are successfully supporting their individual ideas about the text with evidence and explanation</u>.

   Start with the offstage interventions. Examples of offstage interventions include but are not limited to:

   - o Meet with the resident to craft exemplar responses for the lesson question, focusing on the ideal evidence and quality of explanation. Be sure the exemplar responses address the gap areas pulled out in the student response analysis. (This assumes the resident's lessons are already rooted in rigorous texts and have aligned, text-dependent questions.)
   - o Work with the resident to co-plan a lesson to address the student skill gaps pulled out of the analysis. Example gaps include: choosing relevant evidence, choosing the best evidence, and/or adequately explaining and analyzing the evidence. Determine a plan for spiraling the evidence skill over the course of the next few weeks.
   - o Develop structures with the resident to support the students in citing evidence (Ex. I think_____ because the text states_____. Ex. Incorporating *Everybody Writes* to provide process time.) (Lemov, 2015)*. Create a plan to roll out these structures to students. Complete a plan for reinforcing these structures in the classroom.

   As appropriate, follow up the offstage intervention with in-lesson support to ensure the resident has acquired the skills and that students are able to sufficiently support their thinking about the text with evidence. Examples of in-lesson interventions include but are not limited to:

   - o Utilize active coaching techniques (e.g., modeling, cue-ing, elbow coaching, etc.).
   - o Analyze student responses with the resident during the lesson to gauge progress

   Note: This is a place in the Chain Reaction *where the mentor may need to act flexibly. Throughout the process, the mentor will analyze progress and gaps in resident development and student learning. Depending on the resident and student gaps, more than one offstage and/or in-lesson intervention may be needed at this point. The mentor will need to adapt the intervention(s) based on the resident's and students' needs. This mentor will execute interventions until the classroom has met the underlined outcome above.*

5. The resident watches and analyzes a video of student discussion during one of his or her reading lessons. Identify current progress and gaps toward realizing the vision for meaningful discussion (established in intervention 1) with the resident.
6. Execute one or more offstage and/or in-lesson intervention to target those gaps so that <u>students are meaningfully responding to each other's ideas and asking each other question in order to deepen understanding of the text.</u>

   Examples of offstage interventions include but are not limited to:

- Establish a system, such as Habits of Discussion, that provides students support with responding to one another (Lemov, 2015)*. Work with the resident to develop the sentence stems and structures. Create a plan to roll out and reinforce the structures in the classroom.
- Establish a system that provides students support with asking each other questions. Work with the resident to develop the sentence stems and structures. Create a plan to roll out and reinforce the structures in the classroom.
- Work with the resident to anticipate discussion "hot spots" and plan for how those hotspots will be addressed (Ex. Crafting follow up questions, having an example ready, etc.).
- Work with the resident to establish a classroom culture that supports risk-taking and neutralizes error (establish a *Culture of Error) (Lemov, 2015)**.

After each planning intervention, the resident implements the skill in the lesson with the support of the mentor. Examples of in-lesson interventions include but are not limited to:

- Utilize active coaching techniques (e.g., modeling, cue-ing, elbow coaching, etc.).
- Analyze student responses with the resident during the lesson to gauge progress

Note: This is also a time in the Chain Reaction *where the mentor may need to act flexibly and make decisions based on the resident's and students' progress. The mentor will continuously evaluate resident progress by analyzing multiple classroom artifacts, and s/he will also gauge student progress by analyzing student responses. Depending on the progress and the resident's learning needs, more than one intervention may be needed at this point. This mentor will execute interventions until the classroom has met the underlined outcome.*

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*This Chain Reaction references techniques from Teach Like a Champion 2.0 by Doug Lemov.
Lemov, D. (2015). Teach Like a Champion. San Francisco: Jossey-Bass.

This portion of the handbook provides a variety of guidance and resources to support you and your resident to implement current and best practices in mathematics instruction.

Three Shifts in Math Instruction
The Louisiana Student Standards for Mathematics were designed to prepare our students for greater success in their K-12 schooling, as well as set up students for high levels of success in their postsecondary education and training. To learn more about the Louisiana Student Standards, please visit the Louisiana Believes website.

In order to for our students to achieve the expectations called for in the standards, teachers must align their teaching practices to three important shifts: Focus, Coherence and Rigor.

Focus
This best practice calls for teachers to focus strongly where the standards focus. Rather than racing to cover topics in a mile-wide, inch-deep curriculum, Louisiana's math standards require teachers to significantly narrow and deepen the way time and energy are spent in the math classroom. We focus deeply on the Major Work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

A summary of the kay areas of focus in K-8 mathematics is provided in the chart below. For more detailed information about the content that each grade should focus on, including additional and supporting topics, please see the Focus by Grade Level resources provided by Student Achievement Partners.

GRADE	FOCUS AREAS IN SUPPORT OF RICH INSTRUCTION

K–2	Addition and subtraction - concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra and linear functions

Coherence
When teachers apply coherence to their math instruction, they think about content and skills across grade levels and link to major topics within grades.

Thinking across grades: Louisiana's math are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. Each standard is not a new event, but an extension of previous learning.

Linking to major topics: Instead of allowing additional or supporting topics to detract from the focus of the grade, these concepts serve the grade-level focus. For example, instead of data displays as an end in themselves, they are an opportunity to do grade-level word problems.

Student Achievement Partners provides a number of resources to support coherence, including:
- A coherence map that lays out the connections between the K-8 math standards.
- Details on the categories of word problems students will encounter
- Progressions Documents that explain why standards are sequenced the way they are

Rigor
Teaching with rigor doesn't mean giving students difficult problems to work on. Rigor in the sense of instructional practices means to pursue conceptual understanding, procedural skill and fluency, and application with equal intensity. Our state's math standards call for all three aspects of rigor:
- *Conceptual understanding:* Students must be able to access concepts from a number of perspectives so that they are able to see math as more than a set of mnemonics or discrete procedures.

- *Procedural skill and fluency:* The standards call for speed and accuracy in calculation. Students are given opportunities to practice core functions such as single-digit multiplication so that they have access to more complex concepts and procedures.

- *Application:* Students must have opportunities to use math flexibly for applications in problem-solving contexts. In content areas outside of math, particularly science, students are given the opportunity to use math to make meaning of and access content.

Math Lesson Planning and Preparation Guidance
Module, Topic, and Lesson Preparation Guide

Steps	Guiding Questions	Supporting Documents

1. **(PREPARE) Unpacking the Plot of the Module**
• Read the Table of Contents
• Read the Module Overview
• Read the standards addressed in the Module.
• Summarize the focus of the Module
	o At a high level, what is the plot of this module? What standards does it address most directly?
	o How does the story develop across the topics?
	o What are the strategies, models, vocabulary, and important concepts addressed in this module?
	o How do the student outcomes support the important student understandings for the grade (look at the standards)?
	o How do the assessments connect to the student objectives?
		Table of Contents & Module Overview
		
		Louisiana Guides to Implementing Eureka
		
		Optional documents:
		
		Teacher Resource Pack
		
		   o Curriculum Overview
		   o Standards Checklist
		   o Pacing and Preparation Guide

2. **(PREPARE) Unpacking the Plot of the Topic(s)** • Read the Topic Overview and Student Outcomes • Read the standards addressed • Do the math from the Exit Tickets • Identify skills/concept addressed • Make connections between exit tickets and standards • Compare your/group thinking to TE commentary	o What is the focus of this topic? How does it connect to other topics? To the standards addressed? o How is coherence developed from lesson to lesson? o What is happening across lessons? o What types of lessons are used in this topic? How are the lesson types sequenced? o What are the strategies, models, vocabulary, and important concepts addressed in this topic?	Teacher Edition o Topic Overview Student Workbook (or printed Exit tickets for Module/Topic) Louisiana Guides to Implementing Eureka *Other resources:*

3. **(PREPARE) Unpack the Lesson**	o What type of lesson is being presented? What impact does this have on the lesson?	Teacher Edition
• Do the math for each question, example, exercise, and challenge. • Read the standards and compare your work against the expectations of the standards drawing from the unpacking documents and coherence map. • Draw connections between examples and exercises. • Analyze the new complexities and concepts each question poses. • Anticipate where students may struggle. • Anticipate all of the different ways students might answer the question correctly.	o What math is happening in this lesson? What aspects of rigor are addressed? o How do the concepts develop across the lesson? o Where may students struggle in the lesson? o What type of scaffolding and questioning needs to take place to promote student learning, thinking, and engagement? o How are students expected to dialogue and discuss with peers and the teacher in this lesson? o Consider all of the different ways students can solve problems correctly. What are all of the possible solution methods. What is the most efficient way to solve. What are the less efficient ways you can solve and still find the correct answer? What do these representations tell you about student understanding?	Student Workbook *Other resources:* Teach Eureka Videos Louisiana Believes Planning Documents Coherence Map

4. Refine the Lesson (PREDICT)

Dialogue, Questions, and Problems	o What dialogue, questions, and problems are "Must Dos"? How do these connect to one another and build a coherent story? o What additional questions must be prepared to check for understanding and support learning throughout the lesson? How will students share their thinking? o How are you balancing dialogue, conceptual understanding, application problems, and abstract problems? o How are you balancing pictorial/graphic representations and abstract representations?	Teacher's Edition Student Workbook Pacing and Preparation Guide
Opening and Closing	o What reflections/questions/connections need to open the lesson? o What misconceptions were seen in previous lessons? o What misconceptions may need to be clarified at the end of the lesson **before** the Exit Ticket? o What adjustments to the Closing questions and/or the Exit Ticket may be necessary?	Teacher's Edition Student Workbook Pacing and Preparation Guide
Pacing and Timing the Lesson	o What are the time recommendations in the TE? o Where do you anticipate needing more/less time?	Teacher's Edition Pacing and Preparation Guide
5. (PRACTICE) Execute and Reflect on the Lessons	o How did students respond? o Did you get the results you wanted? o What would you adjust?	Student Work Samples

Anticipated Difficulty	"Must Do" Customization Guidance
The first question of the lesson is too challenging.	Write a short sequence of problems on the board that provides a ladder to Problem 1. Direct students to complete those first problems to empower them to begin the lesson.
There is too big of a jump in complexity between two problems.	Provide a problem or set of problems that bridge student understanding from one problem to the next.
Students lack fluency or foundational skills necessary for the lesson.	Before beginning the lesson, do a quick, engaging fluency exercise, such as a Rapid White Board Exchange or Sprint. Before beginning any fluency activity for the first time, assess that students have conceptual understanding of the problems in the set and that they are poised for success with the easiest problem in the set.
More work is needed at the concrete or pictorial level.	Provide manipulatives or the opportunity to draw solution strategies.
More work is needed at the abstract level.	Add a White Board Exchange of abstract problems to be completed toward the end of the lesson.

Math Task and Lesson Content Analysis Tool
The tool below helps teachers review math lesson materials to determine how well aligned the materials are to the Louisiana Student Standards and the key instructional shifts in math.

Before evaluating materials, you need to be familiar with the lesson context. Read and review the materials of the lesson provided. As frequently as possible, you should complete math problems or tasks using the directions provided. If you are only reviewing a single task of the lesson such as formative assessment, (task or exit ticket) be sure to do the math of the lesson.

Sample Math Chain Reaction
Below is an example of a Chain Reaction designed to support residents in implementing a lesson that targets conceptual understanding of a math concept within a lesson. Differentiation is key to successful coaching, and there is no single right answer for how to create a Chain Reaction. Mentors use their judgement to create and adapt Chain Reactions to fit the needs of the teacher, the school context, and the students. While no one plan will work for all teachers, the following Chain Reaction is a strong example of how to support a mathematics teacher in teaching for conceptual understanding. Feel free to adapt it to fit the needs of your coaching context.

Notes about the Chain Reaction

This chain reaction aligns to the **Instructional Practice Guide (IPG) Core Action 1**. Ensure the work of the lesson reflects the Shifts required by the CCSS for Mathematics.
- Indicator C: *The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.*

While a unit works to balance all of the aspects of rigor, an individual lesson will only target one aspect of rigor to drive the type of tasks, problems and thinking demanded of students, the other two aspects play a supporting role.

A lesson that targets conceptual understanding of a concept typically sequences learning through tasks, questions and experiences that push students to inquire, notice, wonder and formulate conjectures about the math concept. This helps students to understand key concepts, why they work, and how more common algorithms are created. This type of lesson is typically achieved through multiple explorations, concrete representations, and opportunities to investigate how the math works.

Math Content Standards that demand students to have a strong conceptual understanding typically included verbs like: *understand, interpret, reason, explain, represent,* and *know*. For Example: .5.NF.B.3
Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of

fractions or mixed numbers*, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4.* If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

Although a standard will never be addressed in a day, a lesson goal should use the same types of verbs to communicate the learning experiences that students have within a lesson. Unlike a procedural or application lesson, the expectation is not that students should be able to fluently produce a solution or solve problems with accuracy, rather, students should be able to communicate their understanding through written explanation or spoken words.

For additional resources on the types of tasks and lessons that target conceptual understanding, check out –

- **LearnZillion** K-8 Curriculum: any lesson marked with a "C" targets conceptual understanding.
- **Student Achievement Partners:** Lesson Planning Tool and downloadable questions
- **Student Achievement Partners:** Samples of assessment items for each aspect of rigor
- **Student Achievement Partners:** Sample annotated tasks for conceptual lessons

Outcome- to align learning experiences that allow students to deeply understands a major math concept for their grade level over one or a series of lessons by developing the resident's ability to execute a strong conceptual understanding lesson learning goal (assuming there is an investment CCSS aligned content and a curriculum that achieves the balance of conceptual understanding, procedural skill and application as specified by the standards).

- Resident Goal: The teacher will successfully plan and execute a conceptual lesson using an investigation/conjecture model.

- Student Goal: Students will develop an evidence based mathematical conjectures following opportunities to engage with tasks that allow students to notice, wonder, and inquire about grade-level concepts.

Approach – In order to support the resident in meeting the outcome efficiently, the mentor will strategically leverage school-specific systems, people, and tools including (but not limited to): curriculum, student work, other teachers, professional development opportunities, and student intervention systems. The example below provides a sample chain reaction to meet the outcome using this approach. It is not differentiated to provide examples of how the chain reaction could be adapted for different school contexts.

PART 1: Build a Vision of Excellence

This portion of the chain reactions is designed to mirror a conceptual understanding learning experience that allows residents to craft their ideas of this type of lesson, just as students develop their own ideas about a math topic. At the end of this part of the chain reaction, the mentor must solidify understanding before moving to Part 2, just as a resident is responsible for solidifying the mathematics at the end of a lesson if students are unable to do so on their own.

1. **Investigate and develop an understanding of key elements (look-fors) of a conceptual understanding lesson.[1]**
   Begin by reviewing the look-fors **or (more preferred)** have the resident generate his/her own look-fors as they review lesson guidance and watch one of the recommended videos below in part 2. Residents observe the lessons and identify the key elements that are true for all conceptually targeted lessons including the types of questions, teacher actions, student's actions. As the resident observes the lesson materials and/or the video samples provide below, use these guiding questions to help residents focus on the key elements to arrive at a conclusion:

   - *Take notes of the types of questions asked of students or the content placed in front of students. What is similar or different about the types of content, tasks and questions asked of students throughout the lesson?*
   - *Outline the sequence of learning for students – what happens first, second, third in the lesson. Try to use a few bullet points as possible here as you define the lesson agenda. Which of these agenda topic(s) is (are) critical to supporting students doing the thinking and learning of the lesson goals?*
   - *What actions does the teacher take throughout the lesson? When the teacher speaks/acts, what are typical things that he/she says/does?*
   - *What type of work are students asked to produce in written, spoken or concrete forms?*
   - *How does the teacher determine what students learned? Did students learn, how do you know?*

2. **Observe a Materials and Delivery Conceptual Understanding Lesson:**
   - *Part I - Lesson Plan Materials:*
     - Use the lesson plan guidance imbedded here to investigate the design of a conceptual understanding lesson. Use a version of the guiding questions above to target the types of questions and content designed for students.
   - *Part II - Live Lesson:*
     - If the school has a strong model classroom: The resident can observe the model classroom, observing look-fors provided or guiding questions provided by the mentor.
     - If the school does not have a strong model classroom: The resident will watch a video of a strong conceptual understanding lesson, observing for lesson reading lesson look-fors. The mentor may pause the video at points to highlight elements of the lesson. Example videos Include:

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[1] *This portion can be completed during a coaching meeting or as pre-work to a coaching meeting depending on teacher/coach capacity*

- - Kindergarten: 2D Shapes *(sample lesson plan included in downloads on the video page)*.
    - Grade 6: Dividing with Fractions *(sample lesson plan included in downloads on the video page)*.
      Note: These videos require mentors to set up a free account with America Achieves. Mentors need to log into their account before clicking on the video links.
    - Grade 7: Surface Area of a Cylinder (no longer an LSS standard, but aligns to the lesson sequence/type)
  - *PART III - Task Analysis[2]*
    During a coaching meeting where the resident/mentor debrief observations and complete a task analysis, evaluating the complexity of the lesson task and the rigor and alignment of the lesson questions and tasks. Finally, consider the work students completed to determine their level of proficiency at the end of the lesson.

3. **Debrief learning from the materials and video.**
   Debrief the video with the resident by having them share the responses to the guiding questions and resident generated look-fors. As needed show the created look-fors here as a model to engage in a discussion about evidence you saw from the video. Push residents to cite specific evidence of the content, student actions, teacher actions, and task analysis.

PART 2: Preparing to Lead a Conceptual Understanding Lesson
- **PREPARE:** First look at the unit together to capture the focus and coherence of the unit. As needed, use this Beyond the Lesson Guide to work with the resident to learn more about their planning/curriculum.
  - If the school has a strong curriculum in place: Work with the resident review the language of the standards addressed, and the daily lesson sequence to identify where a conceptual lesson will most support student understanding. This typically falls at the launch of a unit, or concept with-in a unit.
  - If the school does not have a strong curriculum in place: Help the resident identify an appropriate concept and lesson goal that targets a conceptual standard within the upcoming unit to design this type of lesson.
- **PRACTICE:** Prior to teaching, the resident should select 2-3 of the most challenging parts of the lesson to practice with the mentor prior to the lesson.

PART 3: During Lesson Coaching and Lesson Debrief
- Support the resident in executing the lesson (potentially co-teaching, videotaping, etc.).
- Debrief student learning immediately after. Consider which students met the learning goal in developing a strong conjecture, and which did not and why. Identify how the resident can improve understanding tomorrow and throughout the unit of instruction.

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[2] At this stage, the coach and teacher should use a coaching meeting to debrief and dig into the tasks analysis rather than the teacher completing independently.

- Then resident and mentor adjust tomorrow's lesson based on student learning trends from today. Repeat Parts 2 and 3 as needed to support the resident in meeting their goals.

Appendix

Calendar

RICHLAND PARISH SCHOOL BOARD SCHOOL CALENDAR – 2018-2019

August 8, 2018 - School Opens – All personnel report-WEDNESDAY

August 13, 2018 – First day for Students – MONDAY

May 10, 2019-Last Day for Seniors-FRIDAY

May 23, 2019- Last Day for Students –THURSDAY

May 24, 2018 - Regular School Year Ends – FRIDAY

# of Instructional Minutes to place in schedule: 388 or more

NON-STUDENT DAYS:

August 8-10, 2018- Staff Development/All employees   3 days

September 4, 2018-Staff Development/All employees   1 day

September 24, 2018– Parent Teacher Conference Day   1 day

February 1, 2019– Staff Development/All employees   1 day

Feb. 19, 2019-Parent Teacher Conferences & Testing training   1 day

May 24, 2019 – Staff Development/End of School Year/All employees   <u>1 day</u>

HOLIDAYS -- NON-TEACHING DAYS: (30)

September 3	Labor Day
October 5-9	Fall Break
November 6	Election Day
November 12	Veteran's Day Observed
November 19-23	Thanksgiving Holidays
December 21-Jan. 4	Christmas/New Year's Holidays (noon dismissal Dec. 21)
January 21	Martin L. King Holiday
February 18	Presidents' Day
March 25-March 29	Spring Break
April 19-22	Easter Holidays

GRADE LEVEL	ASSESSMENT	DELIVERY METHOD	TEST DATE(s)
3-4	LEAP, ELA, Math, Soc. St	PBT	April 29-May 3
3-8	LEAP, ELA, Math, Soc. St	CBT	Apr. 1- May 3 (window)
HS	EOC	CBT	Apr 15-May 17 (window)
HS	ACT	PBT	March 12

MARKING PERIOD ENDS   REPORT CARD DISTRIBUTION DATES

September 20, 2018   September 24, 2018 (Parent/Teacher Conferences)

November 5, 2018   November 8, 2018

January 7, 2019   January 9, 2019

February 15, 2019   February 19, 2019 (Parent/Teacher Conferences)

April 9, 2019   April 11, 2019
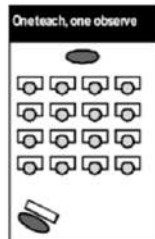
May 23, 2019   May 23, 2019

Board Approved June 12, 2018

Co-Teaching Approaches

One Teach, One Observe

One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.

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One Teach, One Assist

One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments.

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Parallel Teaching
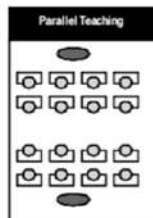
In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material using the same teaching strategies.
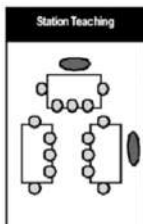
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Alternative or Differentiated Teaching

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

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Station Teaching

The co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station.
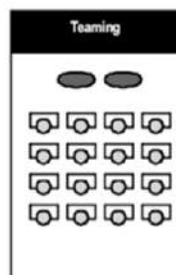
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Supplemental Teaching

This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

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Team Teaching

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson.

From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

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Richland Parish Classroom Observation Tool

School		Teacher	
Subject		Period / Block	
Observer		Date	

Lesson Information

Learning Outcome	
Lesson Info from the curriculum	
Standard(s)	

Observation Notes

*What are the teacher and students **doing** and **saying**? Capture specific information about:*

- *problems/tasks/texts that students are given to work with and on*
- *questions that students are asked*

- *students' opportunities to participate*
- *students' responses*

Teacher	Students

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Notes on Priority Focus Areas

Skillful Curriculum Use	
High Expectations	
Demonstration of Learning	

Hone In:	Notes:
What is holding students back the most?	
What could/should/shouldn't the resident be doing that would address the student issues?	
What is the bite sized skill, technique, move that the resident needs to fix first?	

Is this a skill gap, will gap, or mindset gap that I need to consider when planning with this resident?

Compass Domain	Aligned Teach Like a Champion techniques
Component 1c: Setting Instructional Outcomes	***4 M's*** - Lesson objectives should be manageable, measurable, made first, and most important on the path to college ***Begin with the End*** - Use the following process for planning: 1) plan the unit first before planning individual lessons; 2) for each lesson, use a well-framed objective to describe the goal of the lesson; 3) determine how to assess how well students mastered an objective; 4) select lesson activities to teach the objective ***Double Plan*** - Plan for what both the teacher and the students will be doing during each phase of the lesson
Component 2c: Managing Classroom Procedures	100% - Insist that 100 percent of students comply with requests and directions Positive Framing - Make corrections positively and consistently (precise praise) Strong Voice - Use economy of language; Do not talk over; Do not engage; Square up/stand still; Use quiet power What To Do - Give specific, positive commands *Circulate* - Move through the classroom constantly and intentionally. Do it Again - If students fail to complete a basic task, require them to do it again *Threshold* - Establish tone and expectations by greeting students at the door (systems and routines) ***Entry Routine*** - Have students complete an entry routine that is productive, scholarly, and efficient Tight Transitions - Have quick and routine transitions that students complete without any direction from the teacher *Do Now* - Students complete a short activity as soon as they sit down

SLANT – Ensure that students Sit up, Listen, Ask questions, Nod their heads, Track the speaker

Control the Game - Integrate reading instruction into your classroom in a way that is productive and keeps students accountable

Component 3b: Questioning and Discussion Techniques	*Stretch It:* Reward "right" answers with harder questions. Habits of Discussion*:* Make your discussions more productive and enjoyable by normalizing a set of ground rules or "habits" that allow discussion to be more efficiently cohesive and connected. *Turn and Talk:* Encourage students to better formulate their thoughts by including short, contained pair discussions – but make sure to design them for maximum efficiency and accountability.
Component 3c: Engaging Students in Learning	Everybody Writes*:* Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss. Show Call*:* Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing – regardless of who volunteers to share. Call and Response/Normalizing Error: *Build Stamina:* Gradually increase writing time to develop in your students the habit of writing productively an dthe ability to do it for sustained periods of time.
Component 3d: Using Assessment in Instruction	Cold Call - Call on all students, hands are raised or not; students know they are responsible for answering questions throughout the lesson; calling on students is positively framed No Opt Out - When a student cannot or does not respond to a question correctly, return to that student and ensure s/he answers correctly

Exit Ticket - End a lesson with a single question or short sequence of problems and cull the data to see what students learned

Targeted Questioning: Ask a series of carefully chosen, open ended questions directed at a strategic sample of the class and executed in a short time period.

Coaching Conversation Planning Template

Coaching Conversation Overview

Coach Action	Coaching Techniques and Guiding Prompts
Opening: This is your opportunity to give your teacher 2-3 strengths to continue to use in their practice.	• 2-3 positive things that you want the teacher to continue doing in their practice. Use specific examples from their lesson.
Direct Feedback: The teacher should have a clear understanding of the growth area, the skills' importance, and how it will build student understanding.	• The growth area for the week's focus. • Give rationale for that focus area. • Share why this growth area is the focus and how improvement will lead to student success.

Model: Give the teacher a clear picture of the focus skill that they can emulate.	• Have a specific goal in mind.
	• Go from simple to complex.
	• Model to "paint a picture of excellence".
	• Provide corrective, bite-sized feedback.
	• Practice until the teacher gets it right.
	• Support teacher in understanding of the skill by checking for understanding:
	    o Ask them what about your model was effective
	    o Ask about the impact of the skill on student learning

Practice: The teacher practices the skill being developed to make it stick	*Practice It* • Provide feedback to the teacher and make them practice again incorporating the feedback until the teacher demonstrates s/he can execute the skill. • Go from simple to complex.

Next Steps: Define the next steps and make sure the teacher knows what support they will be receiving.	• Identify the series of development steps for the teacher to engage in over the next day(s).
	  o Determine what the teacher can do on their own versus where you need to directly intervene.
	  o Active coaching, watch additional video models, planning, self-video and reflection, and practice.
	  o Create accountability measures with the teacher.
	 • Make sure the teacher understands the progression of support and what the end goal is.

SAMPLE CHAIN REACTION IN ACTION

A CHAIN REACTION FOR MS. MURPHY: SOLO WEEK

MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Coaching conversation focused on incorporating stop and jots into instruction, and continuing to push for evidence. After convo, have her send me a LP with scripted questions and stop and jot directions.	Cue Kara on when to use stop and jot and videotape it. Expect to step in and model. Kara watches video and reflect on if she met the goal. Scripts stop n jots into	Practice lesson before kids come. Observe to ensure stop n jots are solid. Plan to add next skill during debrief depending on outcome of observation, but likely turn and talks.	Practice lesson delivery while cueing for stop and jots *and* turn and talks.. Cue for stop and jot and turn and talk. Kara plans in at least two stop and jots and two turn and talks into	Observe, be prepared to elbow coach. Coaching conversation to discuss progress and set up action plan for coming week. Lead practice on prioritized growth area coming out of the

		Wednesday's lesson.		Friday's lesson plan and submits to mentor.	observation.

Planning a Coaching Conversation: Template

Coach Action	Coaching Techniques and Guiding Prompts
Opening: This is your opportunity to give your teacher 2-3 strengths to continue to use in their practice.	
Direct Feedback: The teacher should have a clear understanding of the growth area, the skills' importance, and how it will build student understanding.	
Model: Give the teacher a clear picture of the focus skill that they can emulate.	

Practice: The teacher practices the skill being developed to make it stick	
Next Steps: Define the next steps and make sure the teacher knows what support they will be receiving.	

Steps	Guiding Questions	Supporting Documents

1. **(PREPARE) Unpacking the Plot of the Module**
• Read the Table of Contents
• Read the Module Overview
• Read the standards addressed in the Module.
• Summarize the focus of the Module
	o At a high level, what is the plot of this module? What standards does it address most directly?
	o How does the story develop across the topics?
	o What are the strategies, models, vocabulary, and important concepts addressed in this module?
	o How do the student outcomes support the important student understandings for the grade (look at the standards)?
	o How do the assessments connect to the student objectives?
		Table of Contents & Module Overview
		
		Louisiana Guides to Implementing Eureka
		
		Optional documents:
		
		Teacher Resource Pack
		
		    o Curriculum Overview
		    o Standards Checklist
		    o Pacing and Preparation Guide

2. **(PREPARE) Unpacking the Plot of the Topic(s)** • Read the Topic Overview and Student Outcomes • Read the standards addressed • Do the math from the Exit Tickets • Identify skills/concept addressed • Make connections between exit tickets and standards • Compare your/group thinking to TE commentary	o What is the focus of this topic? How does it connect to other topics? To the standards addressed? o How is coherence developed from lesson to lesson? o What is happening across lessons? o What types of lessons are used in this topic? How are the lesson types sequenced? o What are the strategies, models, vocabulary, and important concepts addressed in this topic?	Teacher Edition o Topic Overview Student Workbook (or printed Exit tickets for Module/Topic) Louisiana Guides to Implementing Eureka *Other resources:* Teach Eureka Videos
3. **(PREPARE) Unpack the Lesson** • Do the math for each question, example, exercise, and challenge. • Read the standards and compare your work against the expectations of the standards drawing from the unpacking documents and coherence map.	o What type of lesson is being presented? What impact does this have on the lesson? o What math is happening in this lesson? What aspects of rigor are addressed? o How do the concepts develop across the lesson? o Where may students struggle in the lesson?	Teacher Edition Student Workbook *Other resources:*

- Draw connections between examples and exercises.
- Analyze the new complexities and concepts each question poses.
- Anticipate where students may struggle.
- Anticipate all of the different ways students might answer the question correctly.

o What type of scaffolding and questioning needs to take place to promote student learning, thinking, and engagement?
o How are students expected to dialogue and discuss with peers and the teacher in this lesson?
o Consider all of the different ways students can solve problems correctly. What are all of the possible solution methods. What is the most efficient way to solve. What are the less efficient ways you can solve and still find the correct answer? What do these representations tell you about student understanding?

Teach Eureka Videos

Louisiana Believes Planning Documents

Coherence Map

4. Refine the Lesson (PREDICT)

Dialogue, Questions, and Problems	o What dialogue, questions, and problems are "Must Dos"? How do these connect to one another and build a coherent story? o What additional questions must be prepared to check for understanding and support learning throughout the lesson? How will students share their thinking? o How are you balancing dialogue, conceptual understanding, application problems, and abstract problems? o How are you balancing pictorial/graphic representations and abstract representations?	Teacher's Edition Student Workbook Pacing and Preparation Guide
Opening and Closing	o What reflections/questions/connections need to open the lesson? o What misconceptions were seen in previous lessons? o What misconceptions may need to be clarified at the end of the lesson **before** the Exit Ticket? o What adjustments to the Closing questions and/or the Exit Ticket may be necessary?	Teacher's Edition Student Workbook Pacing and Preparation Guide
Pacing and Timing the Lesson	o What are the time recommendations in the TE? o Where do you anticipate needing more/less time?	Teacher's Edition Pacing and Preparation Guide
5. (PRACTICE) Execute and Reflect on the Lessons	o How did students respond? o Did you get the results you wanted? o What would you adjust?	Student Work Samples

Anticipated Difficulty	"Must Do" Customization Suggestion
The first question of the lesson is too challenging.	Write a short sequence of problems on the board that provides a ladder to Problem 1. Direct students to complete those first problems to empower them to begin the lesson.
There is too big of a jump in complexity between two problems.	Provide a problem or set of problems that bridge student understanding from one problem to the next.
Students lack fluency or foundational skills necessary for the lesson.	Before beginning the lesson, do a quick, engaging fluency exercise, such as a Rapid White Board Exchange or Sprint. Before beginning any fluency activity for the first time, assess that students have conceptual understanding of the problems in the set and that they are poised for success with the easiest problem in the set.
More work is needed at the concrete or pictorial level.	Provide manipulatives or the opportunity to draw solution strategies.
More work is needed at the abstract level.	Add a White Board Exchange of abstract problems to be completed toward the end of the lesson.

Unit Preparation Protocol

1. **LOCATE**: end of unit task, assessment, and extension.
   a. Collect all materials necessary to complete the protocol.

2. **READ THE ASSESSMENT PROMPT:** and analyze what students need to know and be able to do to be successful at the end of the unit.
   a. Analyze the standards that need to be addressed and/or mastered.
   b. Make a list of the skills, knowledge, vocab, writing techniques, etc. that students will need to demonstrate.

3. **READ**: the texts included in the unit.
   a. Identify what evidence you would want to include in your exemplar response.
   b. Identify which vocabulary words you want included in your exemplar response.

4. **COMPLETE**: the end of unit task (without looking at the exemplar).
   a. Complete the task using the info you gathered in step 3.

5. **ANALYZE**: your response against the exemplar provided.
   a. If an exemplar is provided – compare and contrast your product against it.
   b. If an exemplar is not provided – compare your response against your rubric or criteria for success.
   c. You can also compare against the product of other grade-level teachers.

6. **REVISE**: the list of what students need to know and be able to do to be successful.
   a. Go back to the list you created in step 2 and determine if there were skills, knowledge, etc. that you missed before completing the task.

7. **REFLECT**: using the lesson prep protocol, determine what adaptations you need to make to your daily lesson plans to ensure that students are successful on the end of unit task.

Lesson Preparation Protocol, Louisiana Guidebooks

Once you have unpacked the unit, dig into each lesson within the unit to gain a deep understanding of what is expected of students. This level of planning will help you get to know the text you are teaching, think through student misconceptions, and plan for scaffolds that your students might need.

Prepare:

1. READ LESSON: Read the lesson plan all the way through.
   a. What is the purpose of this lesson?
   b. How does this lesson connect to previous lessons in this unit?
   c. How does this lesson build toward the end of unit task?

2. READ and ANALYZE the TEXT: Read the section of the text (or whole text) included in the lesson.
   a. What knowledge are students gaining from reading the text included in the lesson?
   b. What makes the text complex for students (piece of text you are reading in this lesson)?
   c. What vocab might hinder students' ability to comprehend the text?
   d. Which paragraphs include the most important knowledge and vocabulary?

3. PURPOSE: Determine the purpose of the reading.
   a. What is the purpose of the reading?
   b. Which tasks included in the lesson develop the purpose of the reading?
   c. How do the lesson activities build students' understanding of the purpose?

4. ANALYZE the STANDARDS: Analyze the standards addressed in the lesson.
   a. Which standards are being addressed in the lesson?
   b. Read the standards.
   c. Analyze how the tasks address the standards.

5. OBJECTIVES: Use the previous steps to create daily objectives.
   a. What are your targets for today's lesson?
   b. Make sure the targets connect the purpose and the standard.

Predict:

6. QUESTIONS: Read each question included in the read aloud.
   a. Determine how you will ask students the questions.
      i. Is it a question that all students should answer?
         1. Turn and talks, white boards, stop and jots, etc.
      ii. Is it a question that students can respond to in writing?
   b. Create exemplar responses to each question you ask.
      i. Determine for each question which piece of textual evidence you want students to use in their responses.

        ii.   Determine for each question what might challenge students.

       iii.   Plan a scaffold for your thinking above.

7.   EXIT TICKET: Create an exit ticket for the lesson.

      a.   Use your learning targets, the standard and your knowledge of the lesson to create an exit ticket.

Lesson Preparation, Non-Curriculum

Before attempting the steps below, you must establish the trajectory of your unit. Identify what your target standards are for the unit, and define the topic you plan to address. From there determine what your culminating task for the unit will be. What big question will students have to answer? How will this question require them to synthesize multiple perspectives or understandings? What will an exemplar response look like? Once you have completed that, you are ready for the following daily lesson planning guidance.

Step 1: Establish your Learning Goal: *What must kids be able to do today?*

Product: Aligned objectives and Focus Question for the day

How do I do this?

- Read your standard.
- Determine what portion of the standard you will teach for the day.
- Establish your focus question/culminating task/exit ticket for the day. What will students need to be able to do or say to prove that they have met the day's learning target?
- Script an exemplar response to your focus question/culminating task/exit ticket.

Step 2: Define your Ladder: *How will you move your kids toward mastery of the day's learning target?*

Product: Text or tasks will be selected and annotated. Questions scripted.

Guidance for task completion or exemplar annotation:

- Identify your central text(s) or task(s) for the day.
- If you have selected a text, read and annotate it, keeping your lesson target at the forefront.
- Re-Read your learning target and focus question/culminating task/exit ticket. Identify what questions kids will need to be able to answer about the text or task to prepare them to answer the focus question/culminating task/exit ticket to the level you would expect (your exemplar).
- Script or outline each portion of the lesson.

Step 3: Put it all Together: *Read each section of the lesson to see how it builds to the intended outcome.*

Product: Full Lesson Plan with anticipated misconceptions.

Questions to guide annotations:

- Does the flow of the lesson make sense to you? Focus on the thinking and learning, not just the "doing" of the graphic organizers, handouts, etc.
- Ask yourself, "Are we spending the bulk of the learning time on the key student thinking that drives toward the most important learning target(s)?"

- Prioritize the supporting learning targets. What is the "heart" of the lesson? Where is this lesson driving?
- What are the key questions in the lesson? How do they connect to the learning targets and develop students' deep understanding of the text?
- Consider the lesson structure: Do students "grapple" first, or do you model? Why?
- How will you go about modeling? (ppt, visualizer, etc.)
- Where will students struggle? What adaptations might you need to better meet the needs of your specific students? Do these adaptations maintain the rigor of the lesson?
- What anchor charts are used? How will you introduce these clearly? How will these anchor charts be used again by students in upcoming lessons?
- What protocols are used? How will you introduce these clearly?
- What types of writing are expected? What do students produce?