Louisiana Department of Education
Mentor Teacher Training

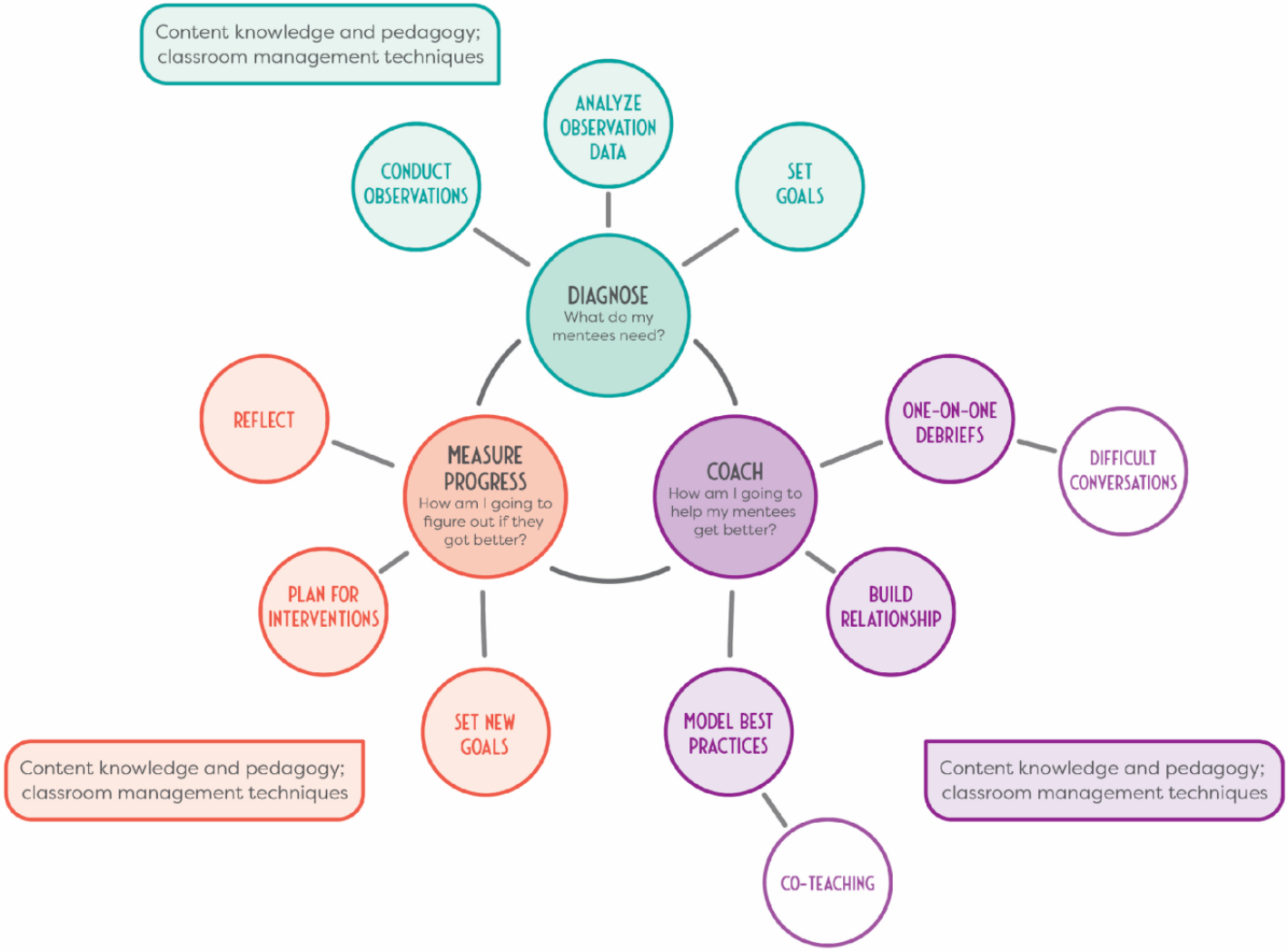
Module 7:

Writing and Planning for Co-Teaching Interventions and Difficult Conversations

Elementary Cohort

Facilitated by Learning Forward

The Mentoring Cycle



Mentor Training Course Goals

Mentors will:

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

Module 7 Outcomes

- Understand the role of text dependent questions in building knowledge of grade-level complex texts.
- Explain the Guidebooks approach to writing instruction.
- Use SMART goal to plan for co-teaching as an intervention and write coaching plan.
- Model best practices through a co-teaching method.
- Facilitate difficult conversations using the "Opportunity Conversation" protocol.

Module 7 Agenda

Morning	**Afternoon**
Welcome and outcomes	Co-teaching
The role of text-dependent questions	Difficult conversations
Writing in the Guidebooks	Wrap-up

Agreements

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

Building on Our Learning So Far

Three big ideas standing out to me about mentoring for ELA instruction:

1.

2.

3.

Two questions I have about mentoring for ELA instruction:

1.

2.

One takeaway from our mentoring practice so far:

1.

The Role of Text-Dependent Questions

Do Now	
Text: Twas the night before Christmas, and all through the house Not a creature was stirring, not even a mouse The stockings were hung by the chimney with care In hopes that St. Nicholas soon would be there.	**Questions:** 1. What tone does the poem have? 2. What words and phrases in the text make you think so?
Create an exemplar student response: 1. 2.	

Criteria for a Strong TDQ
• Can only be answered by reading the text • Requires the reader to use evidence from the text to support their answer • Is worded in a way that is accessible to all students • Addresses important ideas, concepts, details, and structural elements in the text • Is aligned to grade-level standards

NON-Text-Dependent	Text-Dependent
In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.	What makes Casey's experiences at bat humorous?
In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.	What can you infer from King's letter about the letter that he received?
In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?	"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

Why are the questions on the left non-examples and the questions on the right strong examples of TDQs?

Compare Student Responses	
Example #1	**Example #2**
Jupiter refuses to give humans fire because he is afraid of losing control. He says to Prometheus "…if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom….It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy." This quote tells us that Jupiter realizes that knowledge means power and that he wants to keep the humans "ignorant" so that they don't become more powerful than us. It also reveals a lot about Jupiter's character and motivations. He looks out only for himself and wants to maintain complete control over the kingdom.	Jupiter refuses to give humans fire because he tells Prometheus not to give them fire. This tells us he is in charge of Prometheus. I think he doesn't want the humans to have fire because he doesn't want them to be warm. I think he could also be worried that they could set too many fires and damage the world, like when we see fires out of control on the news and they destroy buildings and forests. I think Jupiter is smart not to give them fire and this tells us he is careful.

3 Criteria for Strong Student Responses

- Responds directly to the question asked with a valid assertion drawn from the text.
- Selects evidence provided from the text that is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion).
- Is able to clearly articulate a relevant and valid connection between the evidence given and the assertion.

Student Look Fors:

Why does Jupiter refuse to give humans fire?
What does this reveal about Jupiter's character?

Student Look-Fors (from Grade 8: *Flowers for Algernon* Unit, Lesson 3):

- Students should understand that Jupiter doesn't want to give humans fire because he is worried about losing control. Students should explain that Jupiter fears that humankind will gain knowledge and take over the Mighty Ones. While the humans are poor and ignorant, Jupiter and the Mighty Ones thrive and are happy. This reveals that Jupiter is worrisome and not overly confident. The Mighty Ones are also very lazy and are squandering everything. As a result, the world has turned into a terrible place for humans.
- Students can use the following quotations to support their responses:
  - "Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."
  - "He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures."

Student Look Fors:

What motivates Prometheus to defy Jupiter?
What does this reveal about Prometheus' character?

- **Student Look-Fors (from Grade 8: *Flowers for Algernon* Unit, Lesson 3):**
  - Students should understand that Prometheus is upset that humankind is in such a bad condition. He remembers what it was like when Saturn was king of the gods, and Jupiter, the tyrant, is ruling in a way that is ruining humankind. Prometheus wants to help humans and return happiness and health to them as it was when Saturn was king. Prometheus wants to leave the world in a better condition--he wants humans to be better and wiser. Prometheus detests the laziness of the gods and that the gods are benefitting from the ignorance of humankind.
  - Students can use the following quotations to support their responses:
    - "While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before."
    - "He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy…"
    - "'If they only had fire,' said Prometheus to himself, 'they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.'"
    - "'Mankind shall have fire in spite of the tyrant who sits on the mountaintop,' he said."

What motivates Prometheus to defy Jupiter?
What does this reveal about Prometheus' character?

Evaluate Student Responses	
Student Response	**Evaluate:** Does the response capture the key look fors? Does it meet the three criteria? Explain.
Prometheus gives fire to the humans, even though Jupiter forbid him to do it. He did this because he felt bad for the humans, who were cold and starving and miserable. He saw that they weren't as happy as they used to be and he wanted to make their lives better by giving them fire. This tells us that Prometheus is very opposite of Jupiter in that he cares about the people and thinks of others before just thinking of himself.	*Continued on next page*
Prometheus defies Jupiter because he was deeply saddened by what he saw down on Earth and wanted to make life better for the humans. When he went down to spend time with the humans he noticed "…how very poor and wretched they are…shivering with cold." We know this made him sad because in the	

Evaluate Student Responses	
Student Response	**Evaluate:** Does the response capture the key look fors? Does it meet the three criteria? Explain.
text it says "his heart was filled with sadness when he realized they were no longer happy." He thought that fire would make their lives better because they would no longer be cold and could also cook their food. Paragraph 4 sums up Prometheus's intentions and motivations by saying, "he was intent upon plans for making the world wiser and better than it had ever been before." This tells us a lot about Prometheus's character. Prometheus was not like the other Gods (or the Mighty Folk) because instead of just spending his time enjoying the good life up in the clouds, he was more concerned with making the world a better place.	*Continued on next page*

Evaluate Student Responses	
Student Response	**Evaluate:** Does the response capture the key look fors? Does it meet the three criteria? Explain.
Prometheus defies Jupiter because in the text it says "'If they only had fire, 'they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."	
Prometheus defies Jupiter because he wants to take Jupiter's place as the king. Prometheus didn't like the way Jupiter was ruling and thought he could do a better job ruling the Earth. The only way to take over is to defy him and to get the people to follow him instead. That is Prometheus's motivation and it tells us that he is brave and strong like a leader, but also maybe a little bit greedy because he wants to be the ruler. And in the text it says "he went boldly to Jupiter." And that's why he is brave.	

Capture Your Learning	
Question	**Response**
What is a text-dependent question?	
How do text-dependent questions and tasks support students in understanding complex texts?	
What are the criteria for a strong student response?	

Connect the Learning	
Understanding the role of strong text-dependent questions and student responses will impact **my instruction** by _____.	Understanding the role of strong text-dependent questions and student responses will impact **how I support my mentee** by _____.

Writing Process in the Guidebooks

Do Now
Reflect on writing instruction in your classroom. • What successes have you and your students experienced? • What challenges have you and your students experienced?

Culminating Writing Task Directions

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

To answer these questions:

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

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

Culminating Writing Task Exemplar Student Response #2

Charlie Gordon is motivated and hardworking, but he isn't very smart. What Charlie lacks in smarts, he makes up for by getting along with others and being kind. Charlie is selected for an experiment to triple his intelligence which works at first. While it could be said that Charlie is better off from the surgery because he did become smart for a little bit, he didn't stay smart. In the end, Charlie doesn't benefit from the surgery because he realizes his friends make fun of him and then he ends up completely isolated and feeling incredibly lonely.

Charlie doesn't benefit from the surgery because he realizes that others have been making fun of him and taking advantage of him. For example, Charlie's friends, Joe and Frank, aren't every kind to him and they keep Charlie around to make fun of him. Charlie is not aware of how his "friends" invite him to parties to get him drunk, and then laugh at him. Also, Charlie isn't aware at first that at work, when someone makes a mistake, they all say that person "pulled a Charlie Gordon." As Charlie gets even smarter, he realizes what Joe, Frank, and his other friends at work are doing. When Charlie realizes this, he says "Now I know what it means when they say 'pull a Charlie Gordon.' I'm ashamed." (April 20). Having more intelligence doesn't make Charlie better. It makes him feel embarrassed.

Charlie also doesn't benefit from the surgery because he ends up isolated and lonely. Charlie wants to be smart more than anything, but it doesn't end up being good for him. As he gets smarter, Charlie learns that being smart isolates him from his friends and loved ones. Charlie says, "This intelligence has driven a wedge between me and all the people I once knew and loved" (April 30). Once Charlie becomes intelligent, people like Ms. Kinnian cannot understand him or follow his logic because it is so advanced. When he loses his intelligence, Charlie admits, "I don't want Miss Kinnian to feel sorry for me. Every body feels sorry at the factory and I don't want that eather so I am going someplace where nobody knows that Charlie Gordon was once a genus and now he can't even read a book or rite good." (July 28). Charlie decides to leave New York because he doesn't want people to feel sorry for him. He ends the short story in an even worse situation than he began. Whereas he may not have been that smart at the beginning of the story, at least he had friends and a home. As a result of the surgery, Charlie is isolated from his friends, his teacher, and his home.

Charlie changes throughout the story. He goes from being not very smart to incredibly intelligent to not very smart again. He learns lots of information about people and the world when he is smart, but he doesn't keep any of it. While Charlie does become smart at first like he wants, it doesn't benefit him in the end because he loses his intelligence, his friends, and his home.

Stop and Jot: What are the five “stages” of the traditional writing process?

The Guidebooks Approach to Writing Instruction	
What do you notice about the Guidebooks Writing Process? What’s different?	Why is this important?

Capture Your Learning	
Question	**Response**
A colleague who has heard the term “writing process” – but is new to the Louisiana Guidebooks – wants to know what the “writing process” means in the Guidebooks. Briefly describe The Writing Process in the Guidebooks and explain how this is different from the traditional “writing process.”	

Connect the Learning	
How will you apply your understanding of the Writing Process in Guidebooks to your role as **a teacher?**	How will you apply your understanding of the Writing Process in Guidebooks to your role as **a mentor?**

Plan for Interventions: 3 Key Components

- Clarify the new learning
- Align the intervention method
- Write a coaching plan

Clarify the New Learning

Content	Practice
What does my mentee need to understand?	What do I lean on in my teaching practice in order to do this?
what does the Tier 1 resource recommend?	What does my mentee need to be able to do?
How could my mentee gain this knowledge?	How could my mentee gain this skill?

Sample SMART Goal 1

I am going to backwards plan my next Guidebook unit from the Culminating Writing Task so that I understand what students need to learn in order to be successful and can emphasize those skills in the lessons in the unit.

Types of Co-Teaching

- One teaches, one observes students
- One teaches, one assists
- Station teaching
- Parallel teaching
- Supplemental teaching
- Alternative or differentiated teaching
- **Team Teaching**

Types of Team Teaching

Jigsaw:	Whisper-in:
Teach, pause, discuss:	Share roles:

Mentor Coaching Plan

Mentee SMART goal(s)

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

How will you monitor your mentee's progress toward the identified goals?

Mentor Coaching Plan

Mentee SMART goal(s)

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Reflect: Cumulative Learning

Yesterday I….
Today I….
Now I ….

Plan for Interventions: Key Takeaway

Coaching plans keep mentor and mentee on track to achieve SMART goals.

Co-Teaching: 3 Key Components

- Co-plan instruction and co-teaching method
- Co-teach the lesson
- Debrief the lesson

Co-Plan Instruction

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

LESSON PLAN

Lesson 39: Planning for the literary analysis

Begin lesson

Card 1 of 8

Begin lesson

Teaching notes

Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.

Let's Review!

Card 2 of 8

We've finished reading *The Birchbark House* by Louise Erdich and we expressed our understanding of the unit texts by completing the extension task.

Teaching notes

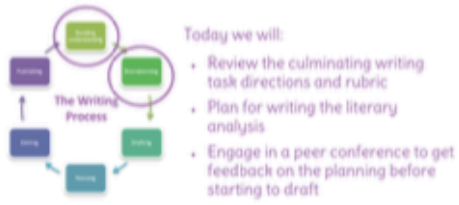
Suggested Pacing: ~1 minute

Directions:

- Briefly review previous learning.

Let's Prepare!

Card 3 of 8



Teaching notes

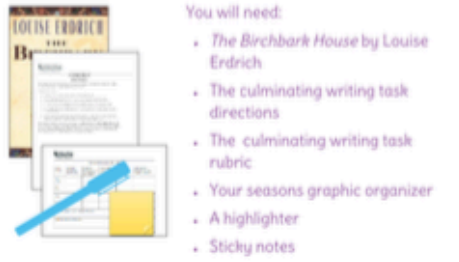
Suggested Pacing: ~1 minute

Directions:

- Read the slide.

Let's Prepare!

Card 4 of 8



Teaching notes

Suggested Pacing: ~ 1 minute

Directions:

- Locate directions under the Additional Materials tab for accessing the text.
- Access the culminating writing task directions and the culminating writing task rubric under the Additional Materials tab.
- Distribute copies of the handouts and the text using an established classroom routine.
- Ask students to locate their seasons graphic organizer.
- Distribute highlighters and sticky notes using an established classroom routine.

Let's Read!

Card 5 of 8

- Read the prompt and the rubric.
- What resources from the unit can you use to help you write the essay?

Teaching notes

Suggested Pacing: ~5 minutes

Directions:

Ask students to follow the directions on the slide.

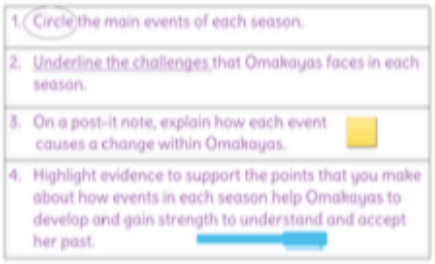
- Conduct a whole-class discussion in response to the question on the slide.

Student Look-Fors:

- Access a culminating writing task directions handout and rubric under the Additional Materials tab.
- Students should silently read the prompt, review the rubric, and engage in the whole-class discussion.
- Students should understand:
  - They should use the following resources:
    - The seasons graphic organizer
    - Notes collected throughout the unit

Let's Practice!

Card 6 of 8


1. Circle the main events of each season.
2. Underline the challenges that Omakayas faces in each season.
3. On a post-it note, explain how each event causes a change within Omakayas.
4. Highlight evidence to support the points that you make about how events in each season help Omakayas to develop and gain strength to understand and accept her past.

Teaching notes

Suggested Pacing: ~20 minutes

Directions:

- Divide students into pairs using an established classroom routine.
- Read the slide to support students' thinking about the evidence on their seasons graphic organizer.
- Ask students to follow the directions on the slide.
- Prompt students to read through the bullets on the culminating writing task handout to ensure that all of their information is gathered on the seasons graphic organizer.

Student Look-Fors:

- Students should share their handout with their partner, then each pair should discuss their evidence to determine if it is sufficient.
- Each student should have the opportunity to share and discuss their handout.
- Students should identify any areas from the culminating writing task handout that they are missing information.
- Students should be identifying the main events, underlining the challenges, and explaining how each event causes a change within Omakayas.

Let's Express Our Understanding!

Card 7 of 8

- Review the culminating writing task directions.
- Revise your seasons graphic organizer based on the feedback you received during your peer conference.

Teaching notes

Suggested Pacing: ~20 minutes

Directions:

- Ask students to follow the directions on the slide.
- Prompt students to read the bullets on the culminating writing task directions handout to ensure that they have all necessary information.
- Prompt students to add to, change, or revise their notes on their seasons graphic organizer based on their peer discussion and review of the directions.
- Collect or review handouts to ensure students are ready to draft the essay in the next lesson.
- Prompt students who finish early to continue to read Pedro's Journal to prepare for their upcoming cold read task in a later lesson.

Student Look-Fors:

- Students should silently and independently make revisions to their seasons graphic organizer based on the feedback received during the peer conference.

Let's Close!

Card 8 of 8

You demonstrated your understanding of character development in *The Birchbark House*.

You also completed reviewed your graphic organizer to plan for writing the essay, engaged in a peer conference, and revised your outline based on feedback.

Teaching notes

Suggested Pacing: ~1 minute

Directions:

- Read the slide.

Video: Co-Teach the lesson

Debrief Co-Taught Lesson

- What worked and what can be improved upon
- Review the lesson impact on student learning
- Reflect on co-teaching and how to strengthen in the future

Co-Teaching: Debrief the lesson

Suggested Guiding Questions for Discussion	Debrief Meeting Notes
Primary Questions	
How did this co-teach lesson or activity help you and your students in reaching desired outcomes?	
What was most effective about the co-teaching strategy on impacting student learning and teaching practices?	
What was not effective about the co-teaching strategy on impacting student learning and teaching practices?	
Application Questions	
What will you continue implementing into your teaching practice as a result of this co-teach?	
What would you change/modify if you were teaching this lesson on your own and why?	
Clarifying Questions	
What are, if any, lingering questions you may have regarding how the lesson went or the implementation of the co-teach strategy used?	
Closing Questions	
What is/are the top learnings you are taking away from this co-teaching experience?	
How can I support you as you continue working on this SMART goal?	
How can we improve our agreements and processes for future co-teaching opportunities?	

Co-Teaching: Key Takeaway

Mentors use co-teaching to demonstrate growing confidence in mentees and support achievement of their SMART goals.

Difficult/Opportunity Conversations

Guiding questions:

1. What is a difficult/opportunity conversation?
2. What kinds of topics might be difficult for mentors to talk about with mentees?
3. How do mentors prepare for a difficult/opportunity conversation?
4. What process can mentors use to structure difficult/opportunity conversations?
5. How are my views about difficult /opportunity conversations changing as I learn more about how to engage in them?

~~Difficult~~ Opportunity conversations are . . .

those you'd rather not have because they are uncomfortable.

Name some example topics related to mentoring

What difficult conversations have you experienced so far as a mentor?	What other kinds of topics might be difficult for mentors to talk about with mentees?

Why bother?

Difficult conversations are opportunities for:

1. Speaking your truth contributes to an environment of trust
2. Expressing your concerns reduces your level of stress
3. Saying what's on your mind increases your sense of self-efficacy
4. Addressing issues when they arise builds and maintains a productive, trusting relationship
5. Having these conversations models for mentees
6. Tackling issues simply handles them instead of letting them linger and get more difficult to address

Reflect

How are difficult conversations an opportunity to tackle important issues, build self-efficacy, and maintain trust?
What does this mean to you as a mentor?

"Opportunity" Conversation Protocol 1

Use this protocol when there is a specific, uncomfortable, yet necessary issue to address between individuals.

1. Prepare mentally.
   a. Reframe your thinking.
   b. Consider what your interests are.
   c. Consider the other person's interests.
2. Identify the issue or situation.
   a. Name the issue.
   b. Consider if it is your issue alone or if you both share responsibility.
   c. Clarify if addressing it is likely to alleviate or prevent future issues.
3. Provide a specific example that exemplifies what you think is necessary to change.
   a. Give one specific example.
   b. State it neutrally without interpretation, assumptions, or judgment.
4. Describe your feelings about the issue.
   a. Name your response.
   b. Own that it is yours.
5. Clarify what is at stake.
   a. State the potential immediate and long-term consequences.
   b. State them neutrally and clearly.
6. Identify your contribution to this situation.
   a. Own responsibility for contributing to the situation.
   b. Name how you contributed.

7. Indicate your desire to resolve the issue.
   a. Be truthful.
   b. Name what is at stake for you if the situation is not resolved.
8. Invite the other person to respond.
   a. Listen fully and without interruption.
   b. Paraphrase to demonstrate understanding.
   c. Probe if necessary, although silence, acceptance, and acknowledgement may be best.
9. Plan next actions together.
   a. Be clear on the criteria for moving forward.
   b. Generate possible next actions together.
   c. Choose the action(s) that most closely meet the criteria.
   d. Seek agreement and commitment to implement the action(s), even if temporarily.
10. Set a time to revisit.
   a. Come back to review how things are going.
   b. Listen and assess viability of continuing or if new agreements must be reached.

See the Protocol in Action

What do you notice about each step?

What do you want to keep in mind for when you try the protocol?

Step	Notes
1. Prepare mentally.	
2. Identify the issue or situation.	
3. Provide a specific example that exemplifies what you think is necessary to change.	
4. Describe your feelings about the issue.	
5. Clarify what is at stake.	

6. Identify your contribution to this situation.	
7. Indicate your desire to resolve the issue.	
8. Invite the other person to respond.	
9. Plan next actions together.	
10. Set a time to revisit.	

"Opportunity" Conversation Example

Step	Example
1. Prepare mentally.	Internally I feel confident and say, "I am ready. This is important to do because it influences our relationship. I want to be successful as a mentor and contribute to building the capacity of my resident. I want my resident to be successful in this part of the preparation program and as a teacher. I can see the issue from both perspectives. I understand that we have different styles and that my resident brings new practices that I don't currently use. I realize that my resident may think I am set in my ways or even not up-to-date in my practice. I acknowledge that I share responsibility for the situation. I don't have the whole story. I am committed to making this situation better."
2. Identify the issue or situation.	"John, I feel that you regard my work as your mentor as unhelpful to you and disrespect me as a professional. Talking about this now will help us moving forward."
3. Provide a specific example that exemplifies what you think is necessary to change.	"Here's one example of what makes me feel this way. When I offered suggestions to you during our last reflection conversation, you identified reasons why the suggestions would not work for you. I might be misinterpreting your response."
4. Describe your feelings about the issue.	"That response made me feel as if you devalue my ideas and possibly even disagree with or disrespect my teaching practices."
5. Clarify what is at stake.	"To continue to work together as mentor and resident, it's important to me that you respect and value my experience and that we both contribute to the success of teaching and learning in the classroom we share."

6. Identify your contribution to this situation.	"I share responsibility for this situation. I haven't taken enough time to understand fully what you expect in your own classroom and what you want as a teacher. I haven't asked about your vision of success as a teacher. I also haven't asked you for your views of my teaching practice. I just assumed you agreed with them."
7. Indicate your desire to resolve the issue.	"I look forward to working this out with you because I appreciate your commitment to student success. I want you to become an effective teacher, and I want to be a successful mentor who has the opportunity to give back to the profession."
8. Invite the other person to respond.	"I am interested in hearing your perspectives about this situation. Please tell me what you think."
9. Plan next actions together.	"Let's talk about some ways to address this situation. … "I will commit to listen more and to be less dogmatic in giving suggestions. I will also seek your ideas before offering mine."
10. Set a time to revisit.	"I'd like to take a few minutes to review how we are each feeling about what we agreed to do and how it is working for both of us in two weeks."

"Opportunity" Conversation Practice

Scenario:

Your mentee hasn't been wanting to show you their students' writing pieces. You've wanted to help him analyze his students' writing, but he keeps making excuses not to show you, and it's starting to get awkward. You're tempted to just stop asking and avoid the topic of writing all together.

Practice having an opportunity conversation, with one partner playing the mentor, and one partner playing the mentee.

Addressing a Conflicting/Difficult Issue Protocol 2

Use this open-ended protocol with an individual or within a team when there is are differences in perspectives about, proposed actions for, approaches to, etc. a situation that requires cooperation. It is less structured and leaves the results wide open to the individuals or team to generate. It requires all parties to engage actively in finding an appropriate resolution.

1. What are the core issues about which we have differing views?	
2. How will the final decision to resolve our differences be made?	
3. On a continuum representing student needs at one end and teacher needs at the other, where do our current practices fit?	
4. What assumptions and information are currently influencing our thinking?	
5. What additional information do we need?	
6. What does each of us need in order to feel that our issues have been acknowledged and addressed?	
7. How is our conversation about these issues honoring our feelings, as well as our substantive needs?	

Your Turn: Plan an "Opportunity" Conversation

You will now have a chance to practice your own personal opportunity conversation. Choose an authentic situation so your practice can be beneficial. It might be something you anticipate coming up soon. It might even be a conversation that you have been postponing. You will share your conversation plan with a partner so it is best to choose a situation that is not too personal or confidential. Plan what you would say.

Step	Notes
1. Prepare mentally.	
2. Identify the issue or situation.	
3. Provide a specific example that exemplifies what you think is necessary to change.	
4. Describe your feelings about the issue.	
5. Clarify what is at stake.	
6. Identify your contribution to this situation.	
7. Indicate your desire to resolve the issue.	
8. Invite the other person to respond.	
9. Plan next actions together.	
10. Set a time to revisit.	

Reflection on "Opportunity" Conversations

What have I learned about difficult conversations?

How are my views about difficult/opportunity conversations changing as I learn more about how to engage in them?

Based on what you learned, rate on a scale of 1 (low) to 4 (high) the following:

_____ My understanding of how to hold opportunity conversations.

_____ My willingness to have opportunity conversations.

_____ My comfort with opportunity conversations.

_____ My understanding of the necessity for opportunity conversations.

Difficult Conversations: Key Takeaway

The "Opportunity Conversation" protocol is an effective method for facilitating difficult conversations with a mentee.

Module 7: Key Takeaway

Effective mentors can support mentee knowledge and implementation of a tier one ELA curriculum.

Module 6 & 7 Homework Assignment

Content practice, Due Module 8

- Analysis of a text that requires close reading from a lesson in a Tier 1 curriculum
- Plan and execute implementation of close reading of the text identified
- Teach Guidebook unit, including writing; bring student writing samples

Application to mentoring practice, Due Module 8

- A coaching plan that details a plan for intervention with your mentee in ELA
- Implement the coaching plan via delivering interventions (modeling and/or co-teaching); bring your planning and debrief notes.

Please complete the Module 6 & 7 Survey at
https://bit.ly/2rU8Kfg