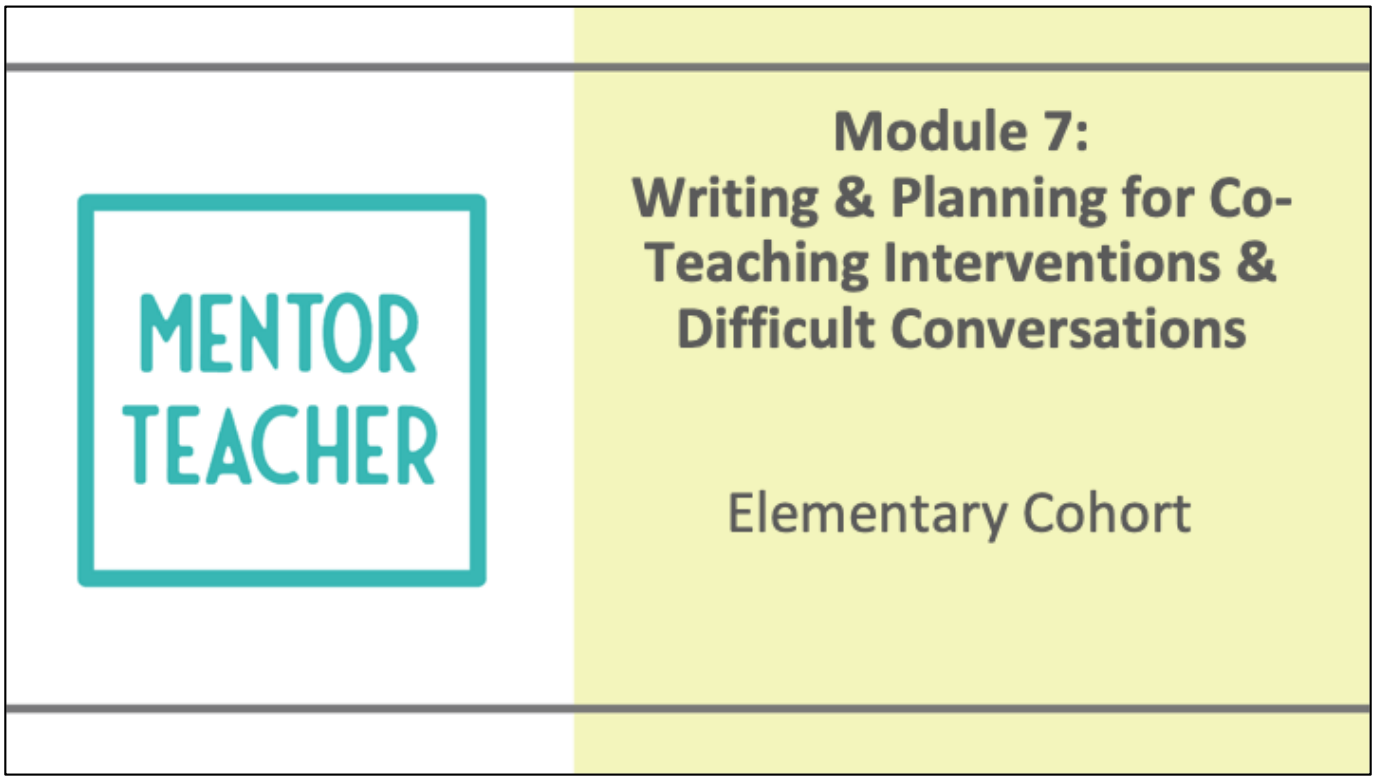
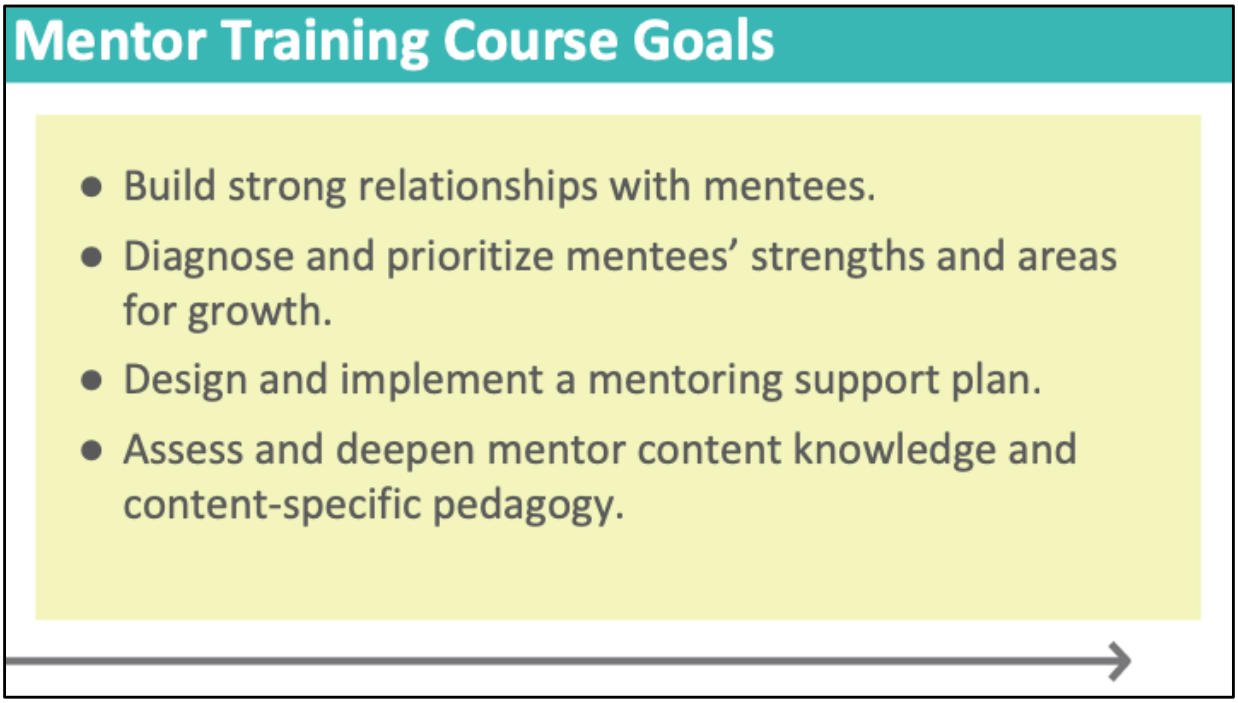


●**Duration:** 1 min.

●**Facilitator says**: Welcome to Module 7. We hope you had a good night's rest and look forward to another great day of learning today.

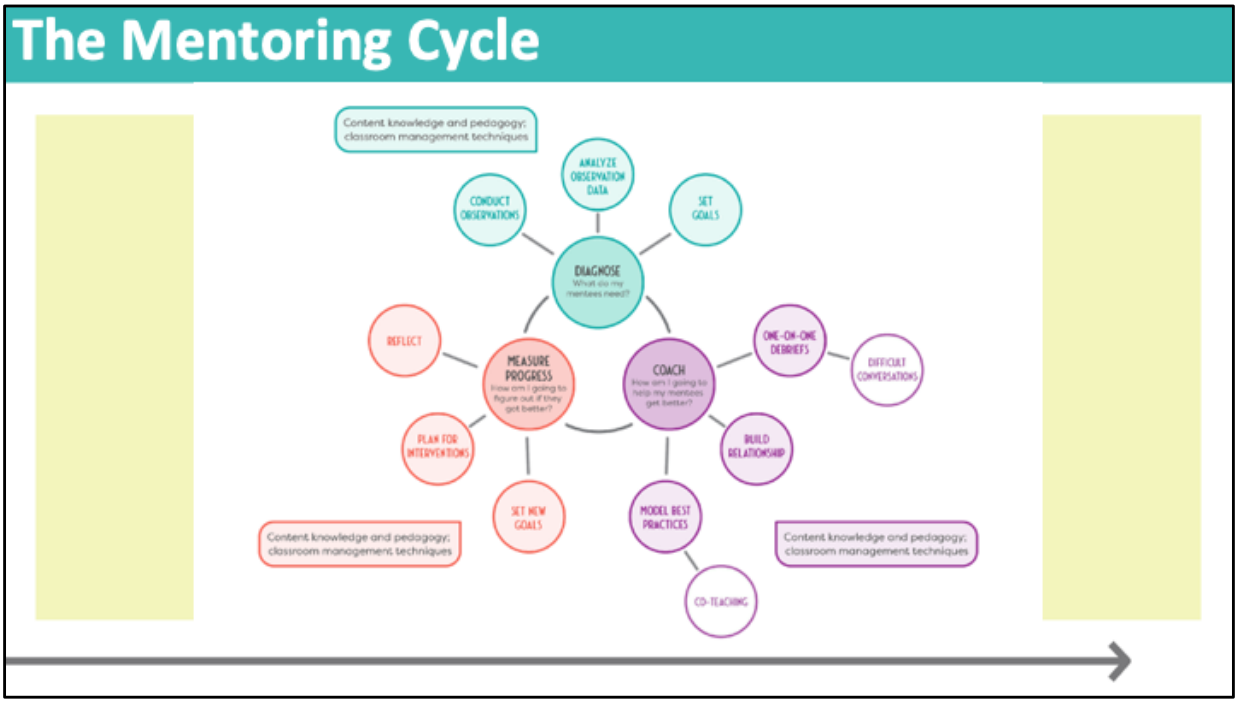
●**Facilitator does**: Reminder of logistics for training (restrooms, times, breaks, lunch, etc.)



- **Duration:** 1 minute

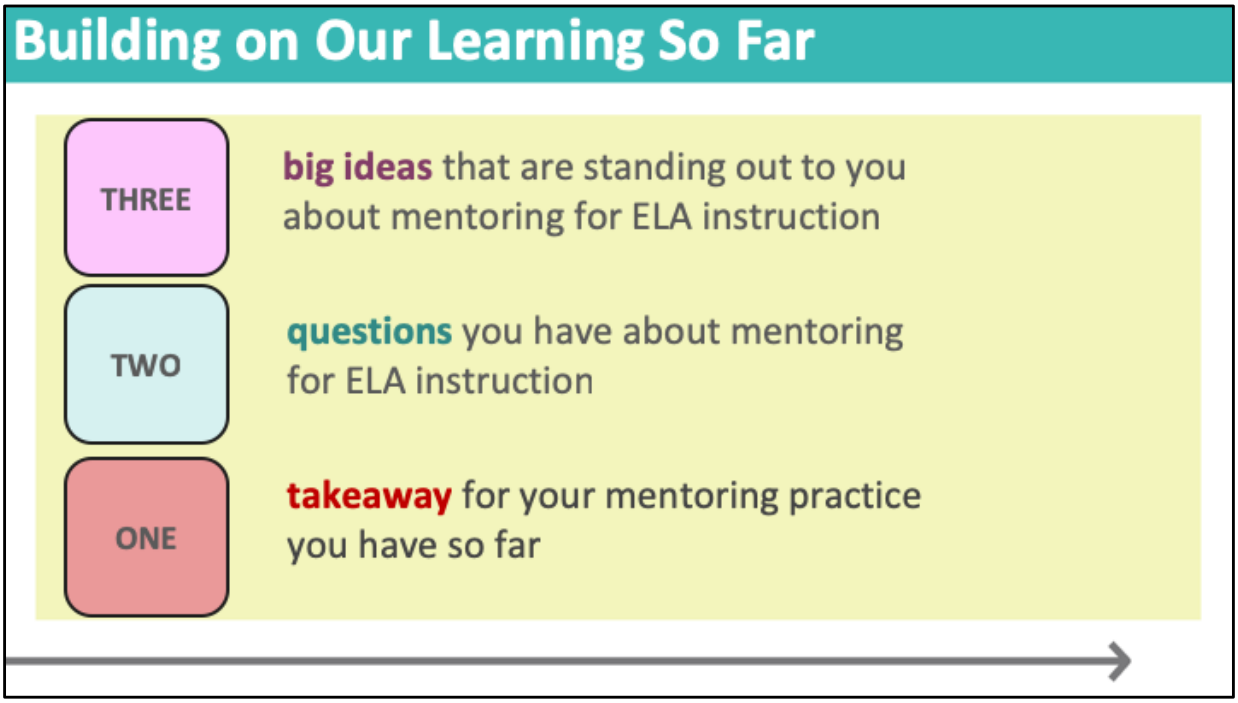
- **Facilitator says:** Let's just take a moment to remind ourselves about the overarching goals of the Mentor Training Course and what we have addressed so far. These can be found on page 2 of your handout. In past modules we have focused on classroom management, growth mindset, and communication skills for building strong relationships, which aligns to our first and third goals. We've also focused on deepening our understanding of the instructional shifts in mathematics as well as engaging students in mathematical discourse which aligns to our fourth goal. In modules 4 and 5 we learned how to conduct an observation, analyze observation data and set SMART goals based on the data which addressed goal 2. Today and yesterday we have shifted our content focus to ELA as we continue to deepen mentor content knowledge and content-specific pedagogy (goal 4). We will also continue working our way through the mentor cycle including designing and implementing a coaching plan based on our observation data and SMART

goals which will address goal three.



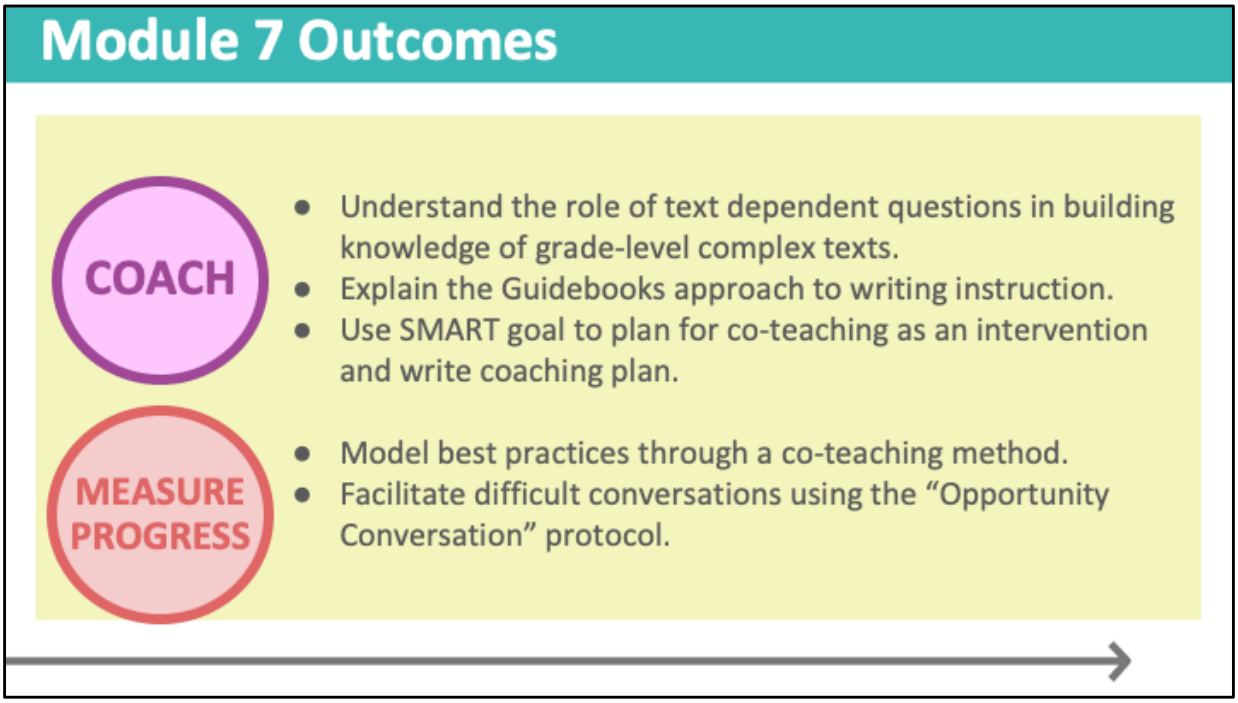
- **Duration:** 1 minute

- **Facilitator Says:** Remember, this is the mentor cycle that all of our work is grounded in. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today, we will continue to zoom in on aspects of Coach and Measure Progress. By the end of the nine Modules we will have worked through all of the components of the cycle.



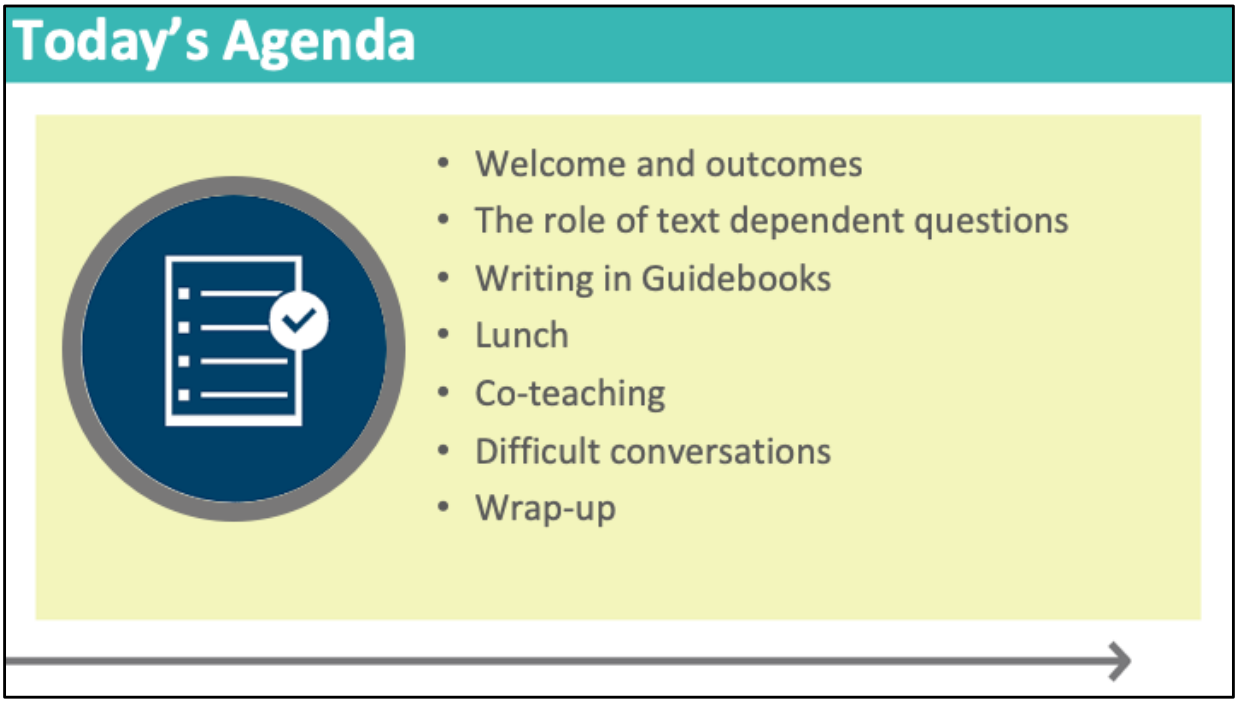
- **Duration:** 3 minutes

- **Facilitator says:** As this is our second day discussing mentoring for ELA instruction, you'll want to make sure that you've processed the information you've heard so far so you're ready to tackle more ideas. Take 3 minutes to jot in your handouts on p. 3 these reflections to help you remember what we worked on yesterday and to get you prepared for more learning today.



- **Duration:** 1 minute

- **Facilitator says:** During this module, we will focus on both mentoring and content oriented outcomes. This morning we will be learning about text dependent questions and writing in the Guidebooks 2.0 curriculum. This afternoon we will quickly review how we plan for interventions based on observation data to meet the specific needs of a mentee. One way we capture these ideas on paper is through writing a coaching plan. Today you will have another opportunity to practice writing a coaching plan. Yesterday we talked about one of those interventions being model teaching. The second type of intervention included in our mentor cycle is co-teaching. This is what we will dive deeper into today. We will end our day with a discussion around difficult conversations and how using the Opportunity Conversation protocol can support you when this type of conversation is necessary.



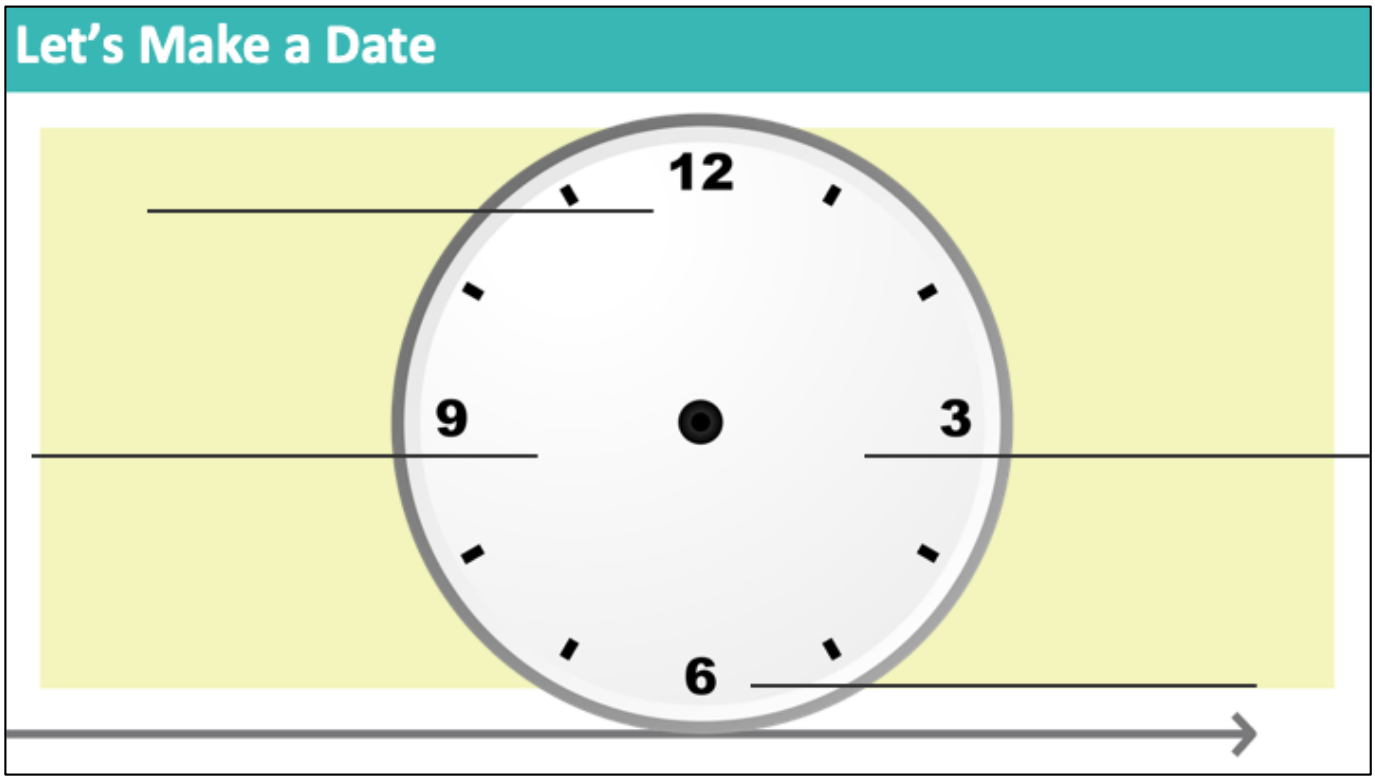
- **Duration**: 1 minute

- **Facilitator says:** Let's take a look at what we'll be working on together today.

●**Duration**: 1 minute

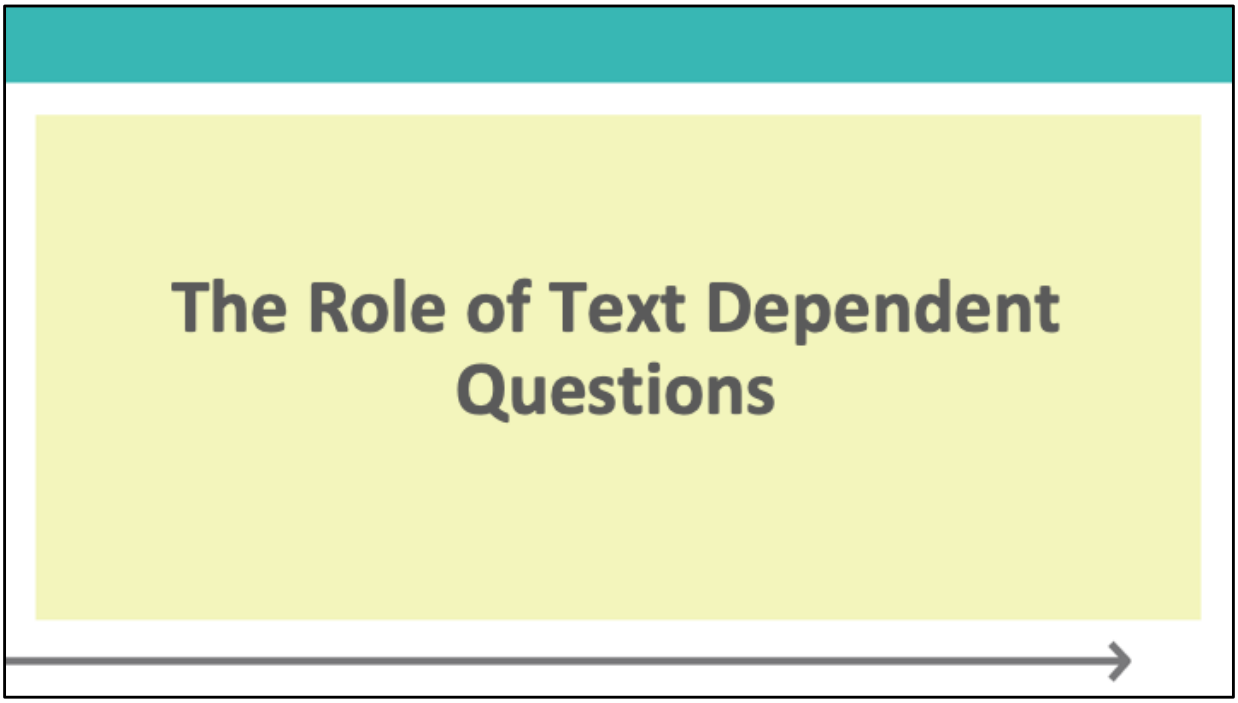
●**Facilitator says**: Let's take a minute to revisit our agreements that we established at the very beginning of our work together. Make a personal, mental note on which agreement you are going to really focus on during today's learning. Try to think about yesterday's learning...knowing today's focus is going to be very similar, where do you want to focus your energies most?

●**Facilitator does**: Allow participants 1 minute of quiet, think time to make their personal commitments.



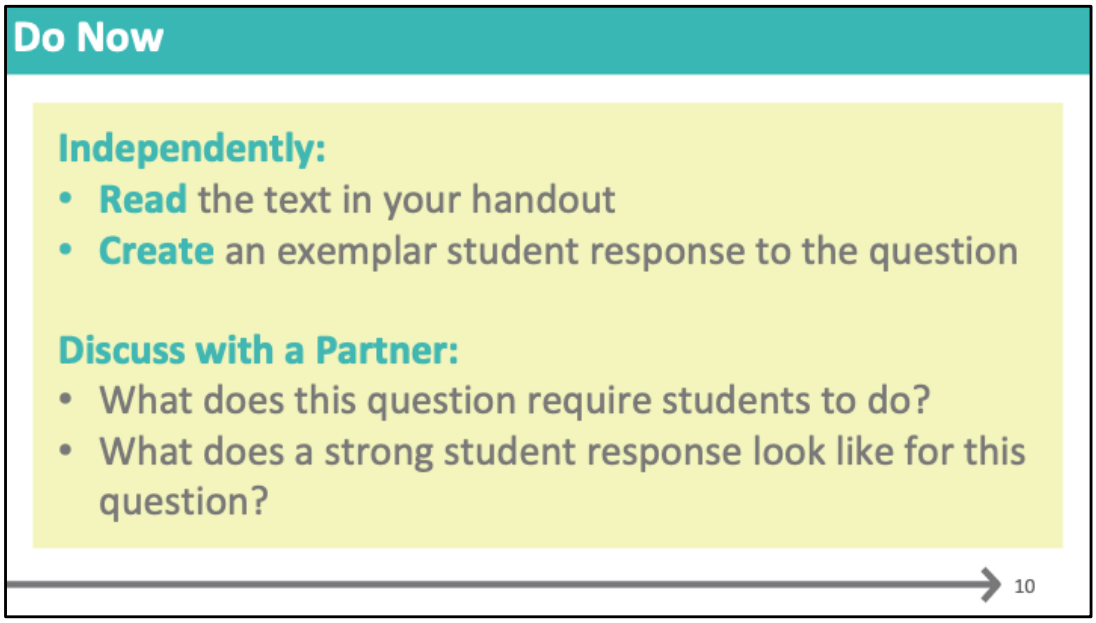
- **Duration**: 1 minute

- **Facilitator says**: Yesterday you made dates with 4 different people in the room. We met up with our 3:00 and 12:00 partners yesterday. Take a few seconds to look at who your 6:00 and 9:00 dates are. You will be meeting up with these people later on today.



Duration: 30 seconds

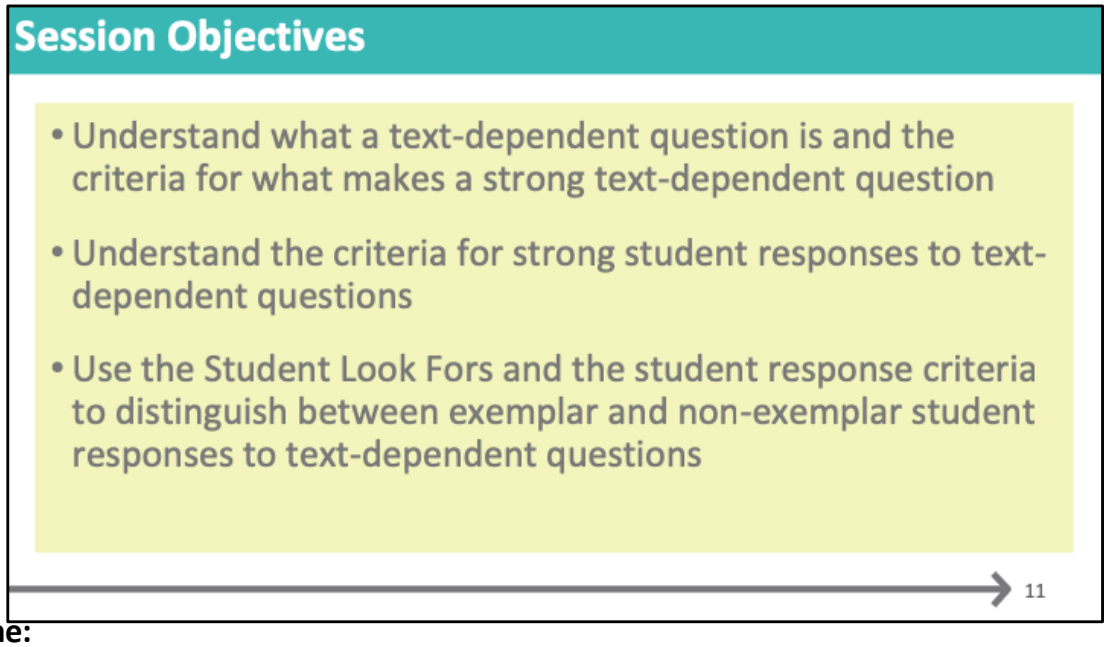
Facilitator says: We'll start by exploring the role of text dependent questions



Time:
Duration: 5 minutes

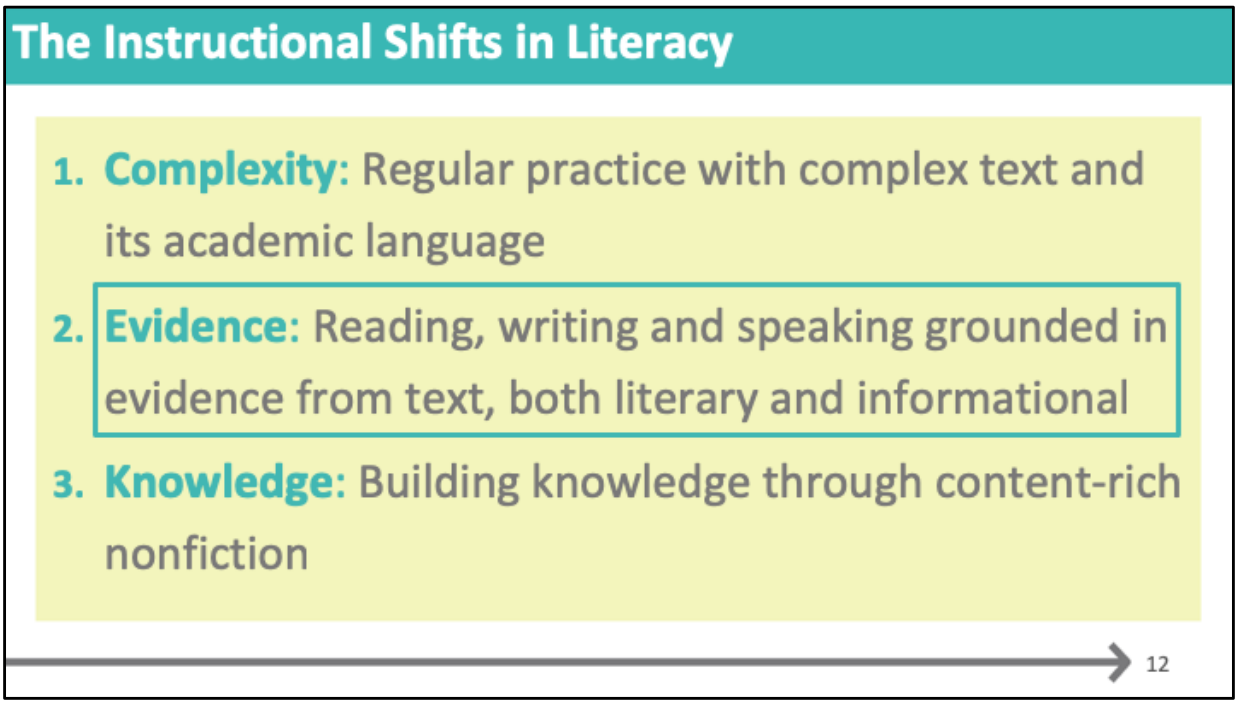
Facilitator does: Direct participants to the text and question in the Do Now section of their handout. (p. 4) Provide two minutes of independent work time, then click to reveal the discussion prompt and have participants discuss with a partner. Afterwards, check for understanding by inviting people to share with the whole group.

Look for:
- The question requires students to identify the writer's tone and provide text evidence in support of their answer.
- A strong student response might sound like: "The poet writes with a tone of anticipation and excitement. The phrases "with care" and "in hopes that St. Nicholas soon would be there" convey this tone.



Time:
Duration: 30 seconds

Facilitator does: Briefly review the objectives and/or have a volunteer read each objective aloud.



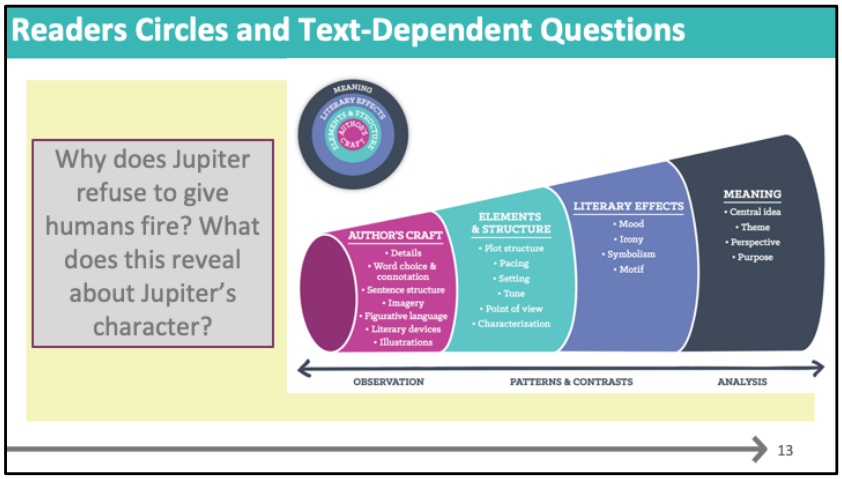
Duration: 30 seconds

Facilitator says: So why this content today? Remember our three instructional shifts: complexity, evidence and knowledge.

Facilitator does: Click to reveal box.

Facilitator says: This session on re-thinking text-dependent questions is going to help us more deeply understand this second shift (evidence). Can someone read this brief description of evidence for the group?

In this session we will get to see what the shift of evidence looks like in action – both on the part of the teacher and the part of the student.



Time:
Duration: 1.5 minutes

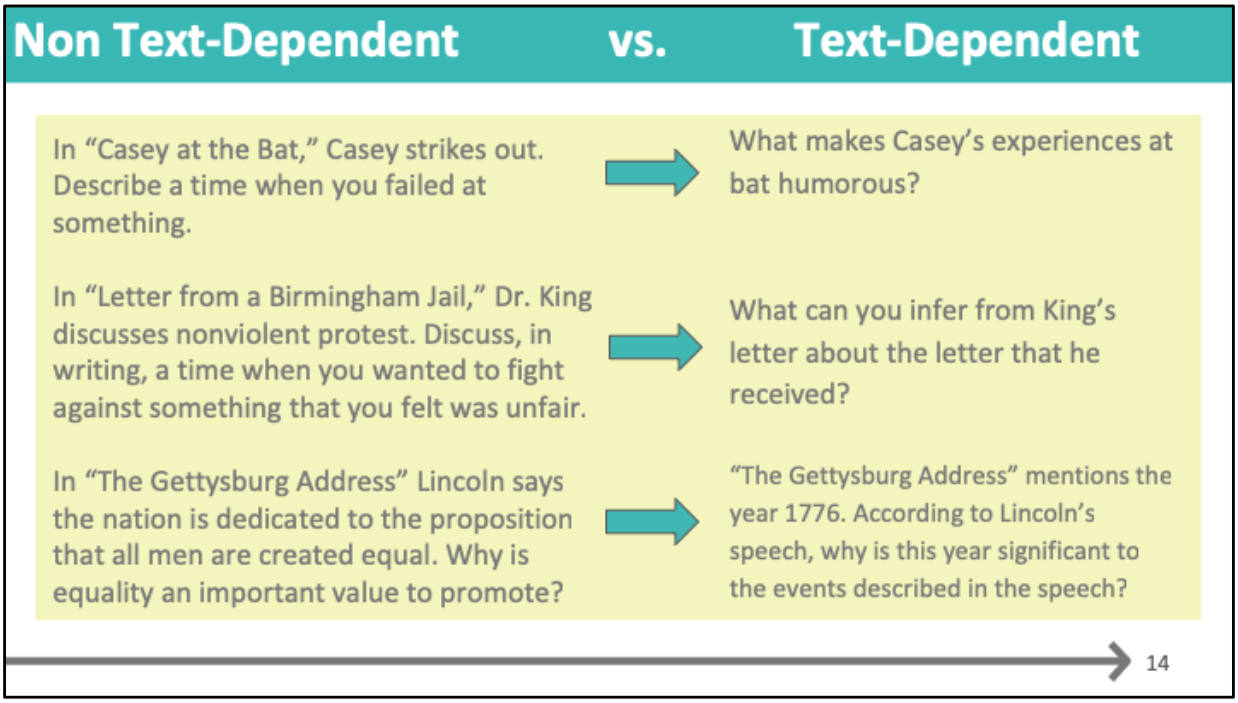
Facilitator says: In our last session we took a journey through the Reader's Circles to deepen our understanding of the Prometheus text. Here is an example of one of the questions we worked with in our last session, which we identified as a question that brings readers into the second circle to focus on Elements and Structure (in this case, characterization). What do you notice about this question?

Facilitator does: Probe as necessary – what does this question force readers to do? Or, what must students do in order to answer this question?

Look for:
- Forces the reader to go back into the text
- Students must read the text closely and understand it fully in order to answer this question

Facilitator says: All of the questions we examined yesterday were not only examples of how we move through the Reader's Circles…they were also examples of text-

dependent questions!



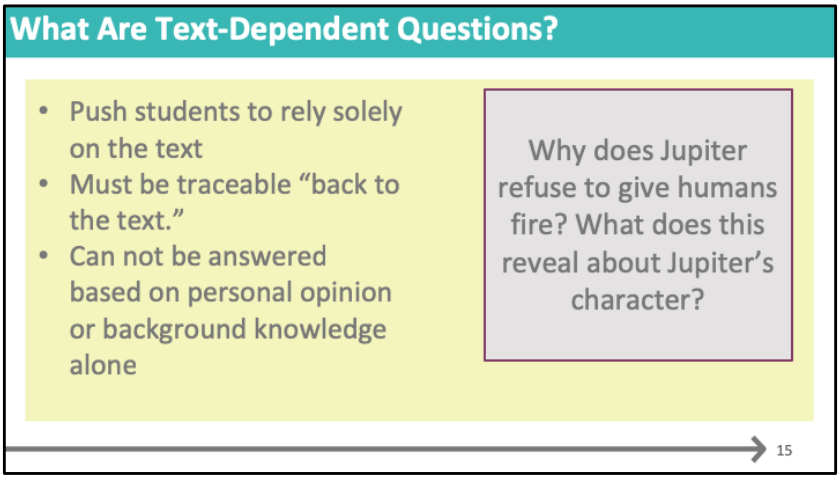
Time:
Duration: 5 minutes

Facilitator says: Here we have examples and non-examples of TDQs. These are on p. 5 of your handout. Take a few moments to review these question sets on your own. Based on these examples, how would you describe text-dependent questions? What distinguishes TDQs from non TDQs?

Facilitator does: Circulate during discussion and identify a few participants to share out with the whole group based on insights shared at their tables. Afterwards, invite participants to share out for a whole group debrief.

Look for:
- The questions on the left can all be answered without really understanding the text. They rely on personal experience (Questions 1 and 2) and/or background knowledge (Question 3) rather than evidence from the text.
- The questions on the right are strong examples of TDQs because they require students to go back into the text. They must have a deep understanding of the text in order to answer any of these questions. They also require students to draw

upon evidence, and they are worded in a way that is accessible to students.

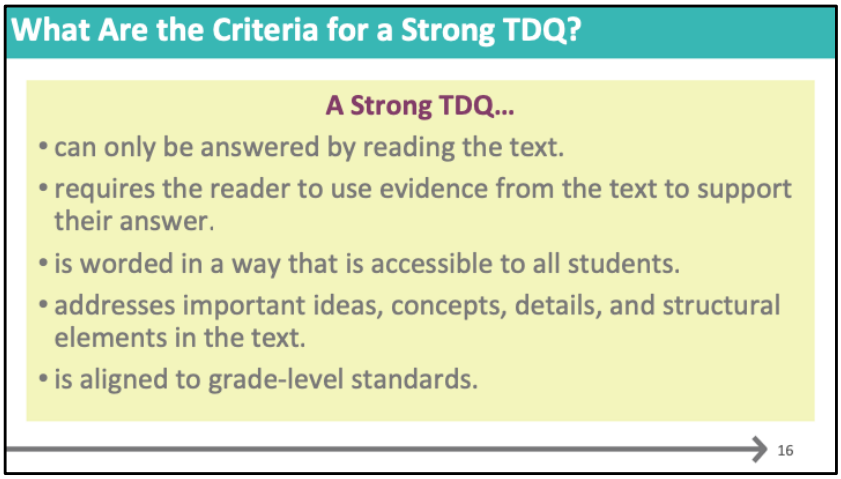


Time:
Duration: 45 seconds

Facilitator says: A text dependent question is a question that can be answered **only** by going into the text. It takes the reader back into the text, not away from it. These questions make the text the expert in the room, essentially leveling the playing field for all students because they all have access to the same text.

Facilitator does: Review/summarize the three bullets, emphasize or clarify as needed based on the debrief from the previous slide.

Key Point: Text dependent questions make the text the expert in the room. These questions can not be answered based on background knowledge or personal opinion alone.

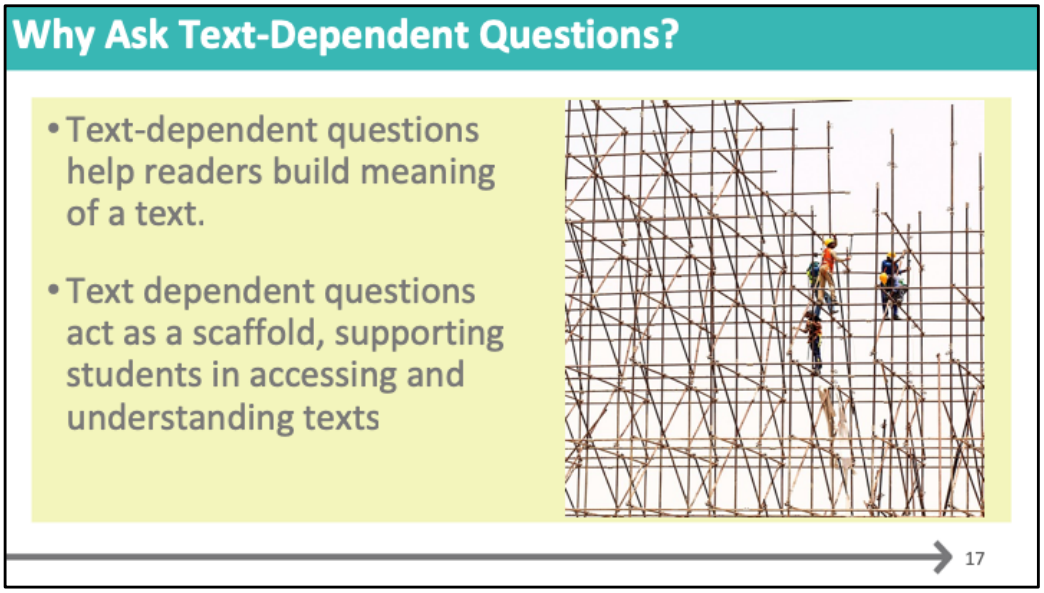


Time:
Duration: 1 minute

Facilitator says: Let's quickly review the criteria for a strong text-dependent question…

Facilitator does: Click to reveal and explain each of the 5 criteria.

Key Point: Text dependent questions make the text the expert in the room. These questions can not be answered based on background knowledge or personal opinion alone.



Time:
Duration: 1.5 minutes

Facilitator says: What is the purpose of TDQs? Why do we ask them?

Facilitator does: Invite participants to share out their current thinking about the role of TDQs in an ELA classroom. Click to reveal image.

Facilitator says: What does this image show? (Note: Probe as needed depending on what participants share out initially. For example, if someone says scaffolding…you can click and use their comment to transition into the next set of ideas)

- **Look for:** Scaffolding

Facilitator says: How does this image connect to TDQs? TDQs aren't just a formative assessment…

Facilitator does: Click to reveal bullets and explain:

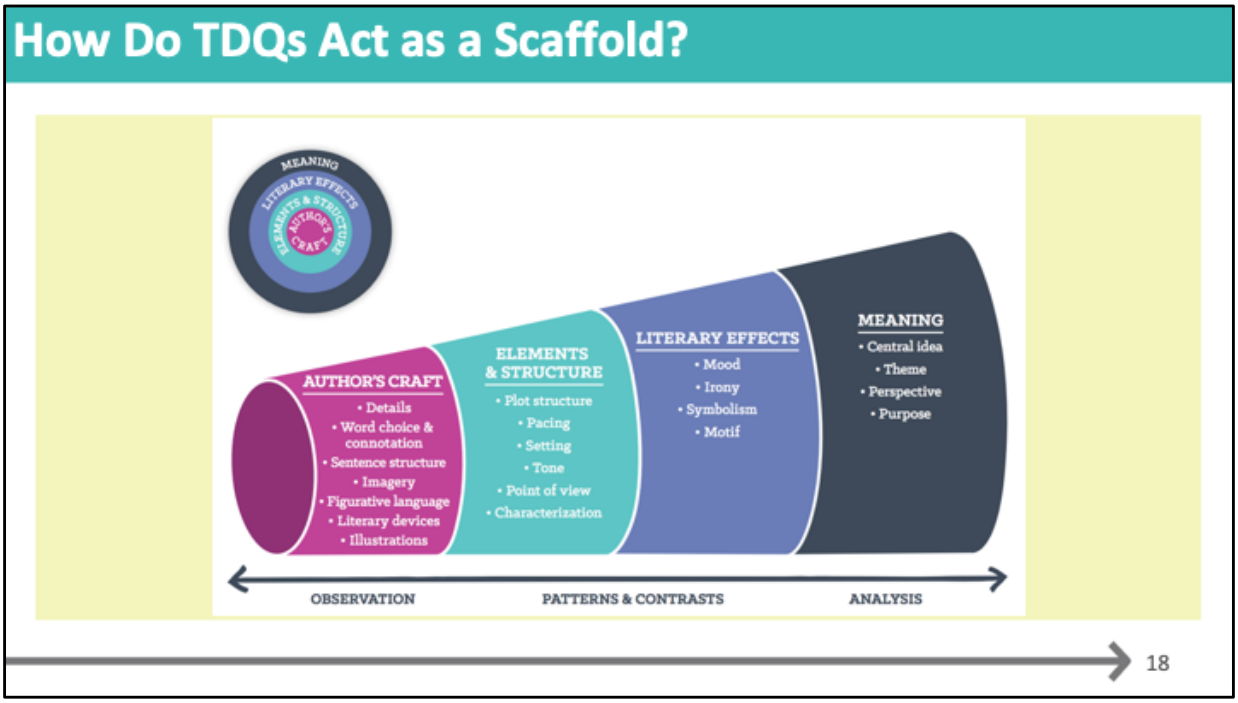
Facilitator says: They actually are an instructional tool for supporting students in accessing complex texts! They act as a scaffold to support students in deepening their understanding of

the text.

Key Point: TDQs aren't just formative assessments, they are actually scaffolds for BUILDING understanding of a text!

Image Source: Public Domain

- https://pixabay.com/en/scaffolding-workers-construction-1617969/



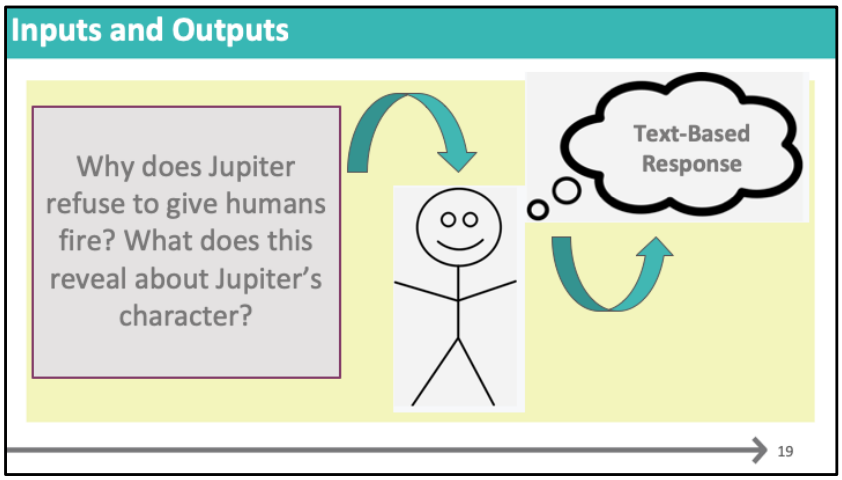
Time:
Duration: 1.5 minutes

Facilitator says: Let's think back to our Reader's Circles to answer this question – how do TDQs act as a scaffold?

Facilitator does: Provide wait time (or if time allows, a quick turn and talk). Invite participants to share with the whole group.

Look for:

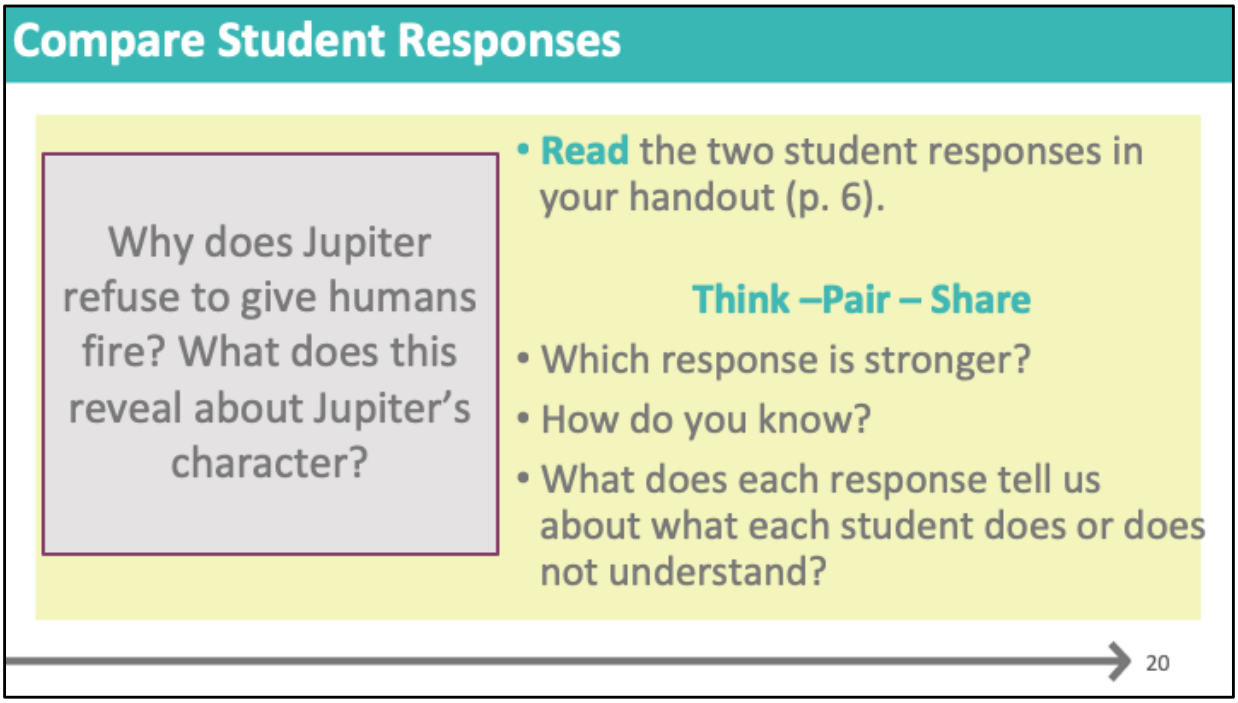
- Text-dependent questions move us through the layers of the text – by first helping us understand the literal meaning of the text by paying attention to words and details, to then noticing patterns and contrasting elements that ultimately help us understand the deeper meaning of the text.
- TDQs take us through the Reader's Circles – they start by giving students an "entry point" into understanding the text and then scaffold to support students in making meaning of the text



Time:
Duration: 30 seconds

Facilitator says: Asking a strong TDQ is a great start…but our work doesn't end there! It's equally important for students to provide text-based responses. In Module 4 we will explore more specific strategies for supporting students in strengthening their text-based responses. For our purposes today, we want to focus on establishing a vision of excellence. What does a strong text-based response look and sound like? And what tools exist in the Guidebooks to support us in establishing this vision of excellence?

Image Source: Public Domain



Time:
Duration: 7 minutes

Facilitator does: Direct participants to the two student responses in their handouts on p. 6. Provide 1.5 minutes of independent reading time, then click to reveal the discussion prompt and have participants discuss with a partner. Afterwards, check for understanding by facilitating a whole group debrief:

Look for:
- Example 1 is stronger because the student is citing specific evidence from the text
- In example 1, the student uses evident from the text to directly respond to the question and then explains how that evidence supports their answer to the question
- In example 2, the student makes conjectures that are outside of the text ("he may be worried about them setting too many fires and damaging the world"). This response shows that while the student understands that Jupiter does not want the humans to have fire, they do not understand the rationale and therefore are missing this big idea of the text.

In a Strong Student Response….

The student:

- 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 **sufficient** (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.

21

Time:
Duration: 4 minutes

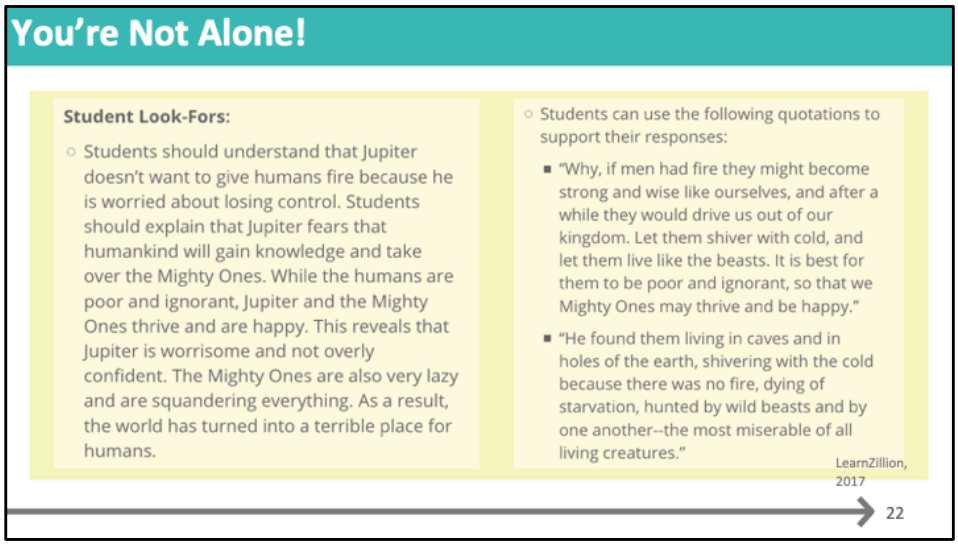
Facilitator says: There are three core criteria for a strong text-dependent response that we are going to focus on, not only in this session, but in our own cycle of inquiry. We will be using these same three criteria to evaluate our own students' work in Module 4!

Facilitator does: Click to reveal one criteria at a time. Read the criteria then ask: "How does the exemplar response we just looked at (student example #1 in the "compare student responses" activity) demonstrate this criteria?" As needed, probe participants to go back to the evidence in the student response and to be as specific as possible.

Look for:

- Criteria 1: "Jupiter refuses to give humans fire because he is afraid of losing control." This is a valid assertion in that it can be supported by text evidence (see Criteria 2).
- Criteria 2: 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 directly supports the student's assertion. It is both relevant and sufficient.
- Criteria 3: "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." This explanation

connects the evidence to the student's claim very clearly. It demonstrates that he understands the piece of evidence and can justify its relevance.



Time:
Duration: 5 minutes

Facilitator says: Don't worry – you're not alone when it comes to figuring out what an exemplar response should look like! In the Teaching Notes of the Guidebooks lesson, you will find student-look fors, which describe the big ideas students should demonstrate in response to specific questions. In many cases, these look fors also provide potential quotes and evidence from the text that students may cite in their responses. These are an incredibly helpful resource when considering whether or not student responses meet the criteria we just discussed.

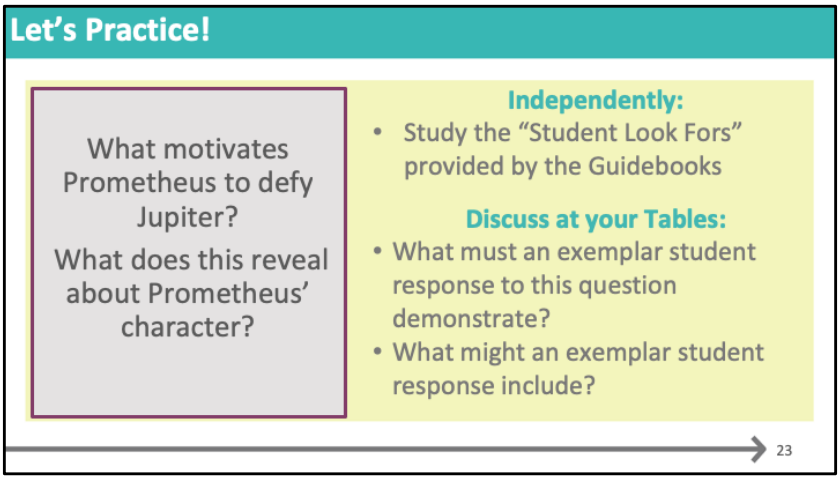
Facilitator says: Take a moment and review these look fors from the Prometheus lesson. How does the exemplar student response demonstrate evidence of understanding, according to these look fors?

Facilitator does: Point participants to the student look fors in their handout on p. 7. Provide one minute of independent reading time then repeat the question (How does the exemplar student response demonstrate evidence of understanding, according to these look fors?). Invite participants to share out their observations with the whole group.

Facilitator says: Once you have these look fors in your back pocket, you will have a clear vision of excellence for what an exemplar response should sound like, making it much easier to navigate misconceptions as they arise and making it easier for you to prompt as needed in the moment when a student response is just short of this exemplar.

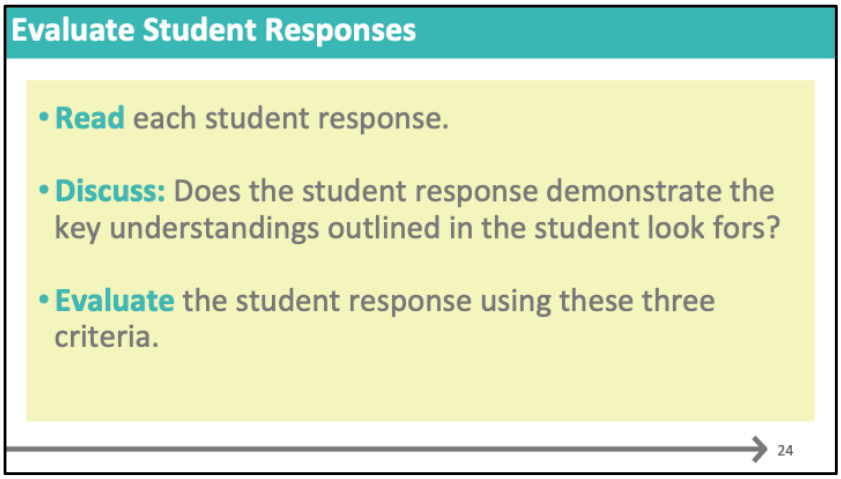
Look for:

- The student demonstrates the big idea that Jupiter doesn't want humans to have fire because he is worried about losing control
- The student cites two pieces of evidence also included in the look for: "
    - "if men had fire they might become strong and wise like ourselves…"
    - "It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."



Time:
Duration: 5 minutes

Facilitator does: Point participants to the question and "look fors" in their handout on p. 8. Review directions and provide one minute of independent review time before clicking to reveal the discussion prompts. Have participants discuss at their tables.



Time:
Duration: 10 minutes

Facilitator does: Review directions and then point participants to the set of student responses in their handout (p. 9-11). Have participants work with a partner to evaluate each student sample and complete the graphic organizer. Prompt people to jot down their justification for evaluating a response a certain way. Circulate during work time to assist as needed and listen in to key takeaways you want to pull out into the whole group debrief.

Note: A more in-depth debrief of each student response is on the next slide.

Let's Discuss!

- Which student responses were strongest? Why?
- Which student responses were weakest? Why?
- Why is it important to understand these student look-fors before implementing a lesson?

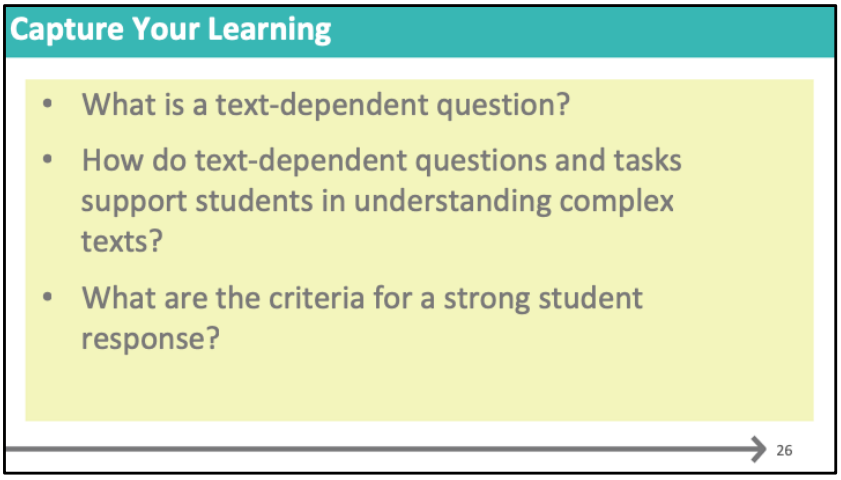
25

Time:
Duration: 6 minutes

Facilitator does: Invite participants to share out with the whole group.

Look for:

- The strongest response was #2. This writer includes almost all of the look fors about Prometheus' motivations, cites sufficient and relevant text evidence, and explains it clearly.
- Weaker responses are #1, #3, and #4.
    - Response 1 makes a valid assertion about the question and hits most of the look fors. However, it does not provide direct text evidence.
    - Response 2 cites a quote from the text but it is not sufficient evidence to prove a claim. It is also lacking a clear assertion (they never explain his motivations), and therefore they cannot make a connection between the assertion and evidence.
    - Response 4 does not make a valid assertion based on text evidence. It does not include any of the look fors and does not clearly answer the question.
- It's important to understand the look fors before implementing a lesson because they create a vision of excellence for a given question. If you know exactly where students need to end up (vision of excellence), you will be better equipped to provide supports and scaffolds in order to push them there. It will help you understand where to spend most time and attention while reading and discussing in class. It will also help you evaluate student understanding and identify misconceptions better in the moment.



Time:
Duration: 5 minutes

Facilitator says: Before we wrap up, it's important that we summarize and capture learning from today's session. Please take a few moments to reflect on these two questions and record your responses in the space provided in your handout (p. 12)

Facilitator does: Direct participants to their handouts, where they have space to "capture their learning" from today's session. Provide time for participants to record their thinking in response to the questions on the slide.

Connect the Learning

Understanding the qualities of strong text dependent questions and student responses will impact….

...my instruction by _____

...how I support my mentee by ___

Duration: 3 minutes

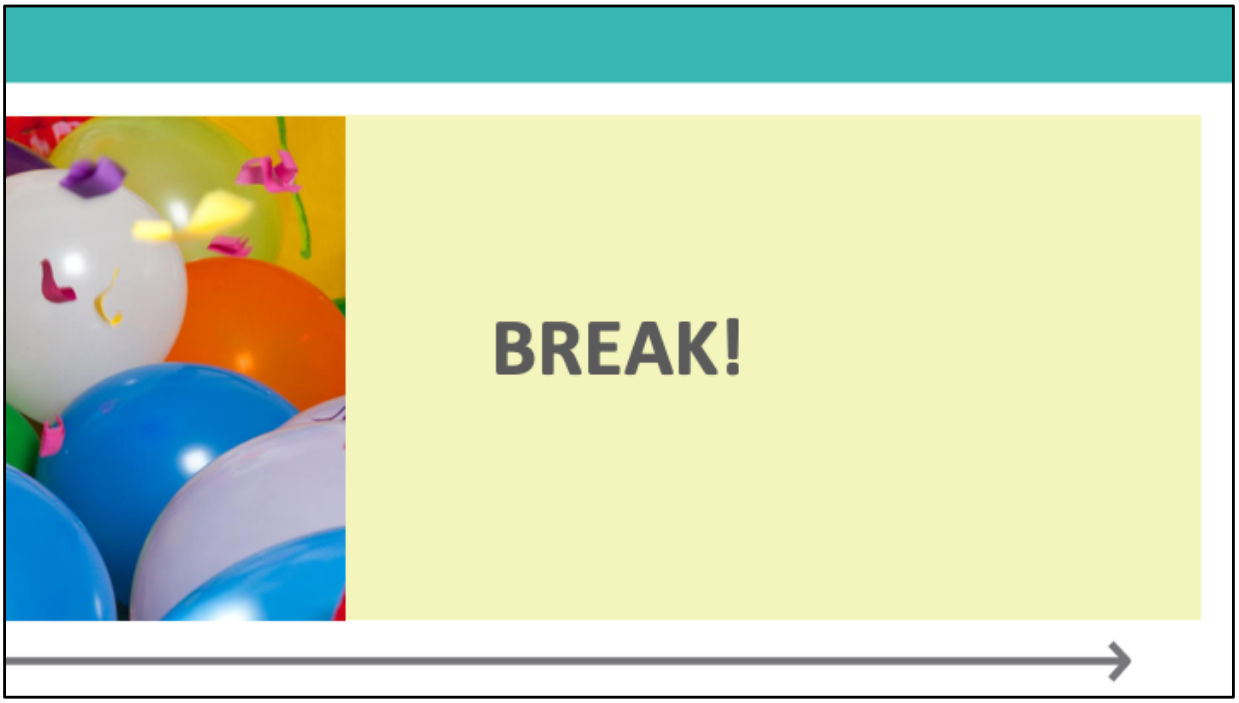
Facilitator says: To connect this portion of the morning's learning to your work as a mentor, please jot down your thoughts to complete these two statements in your handout on p. 13.

Text Dependent Questions: Key Takeaways

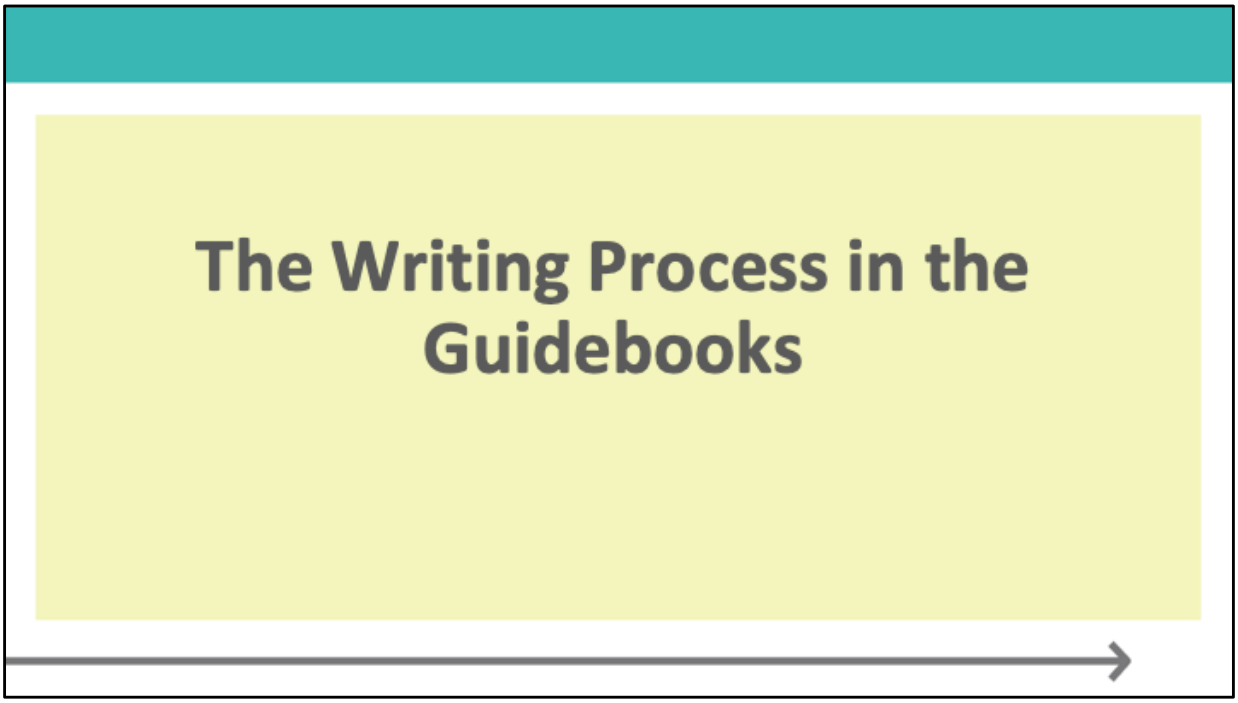
Strong text-dependent questions play a key role in building knowledge and understanding of complex grade-level texts.

Understanding the qualities of strong/exemplar student responses is an effective planning strategy.

- **Duration**: 1 minute
- **Facilitator says**: As we wrap up this section, remember,
- **Facilitator does:** Read slide

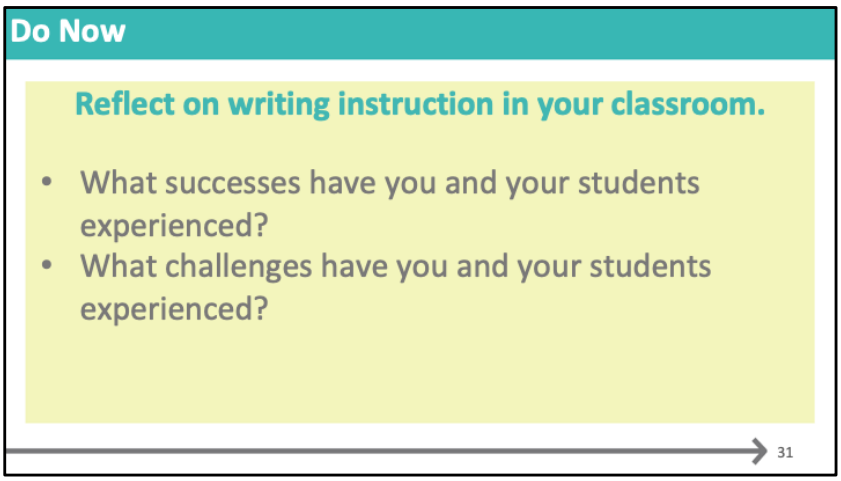


- **Duration**: 15 minutes (9:45 – 10:00)



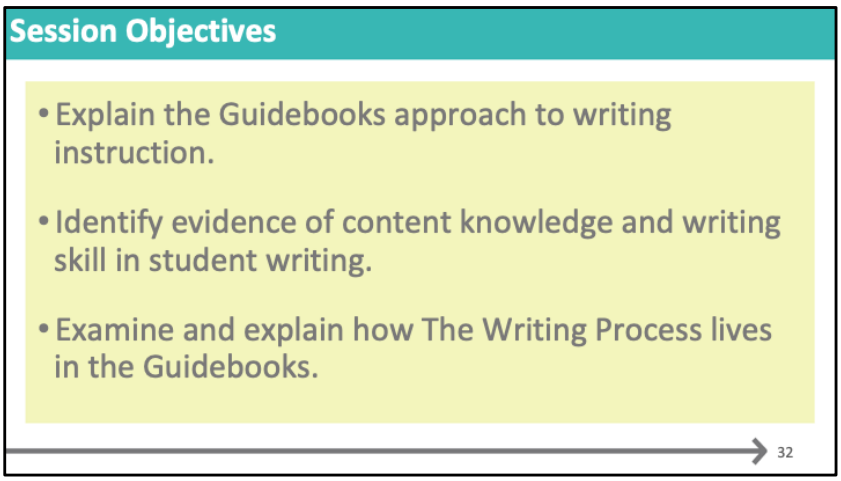
Duration: 30 seconds

Facilitator says: Now we're going to take a deeper look at one way students are expected to answer text dependent questions in the Guidebooks - through writing



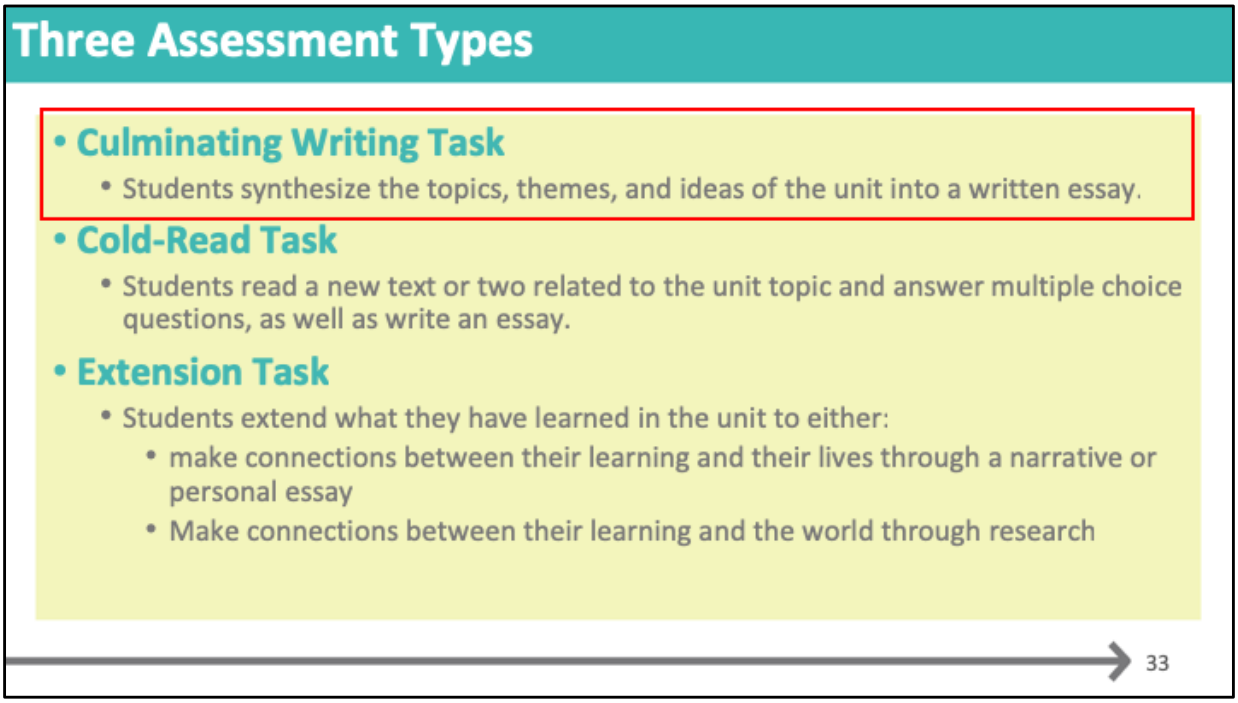
Time:
Duration: 5 minutes

Facilitator does: Review directions/prompts and have participants think-pair-share. There is space in their handout (p. 14) to record their thinking. If time allows, invite 1-2 participants to share out.



Time:
Duration: 30 seconds

Facilitator does: Briefly review the objectives and/or have a volunteer read each objective aloud.



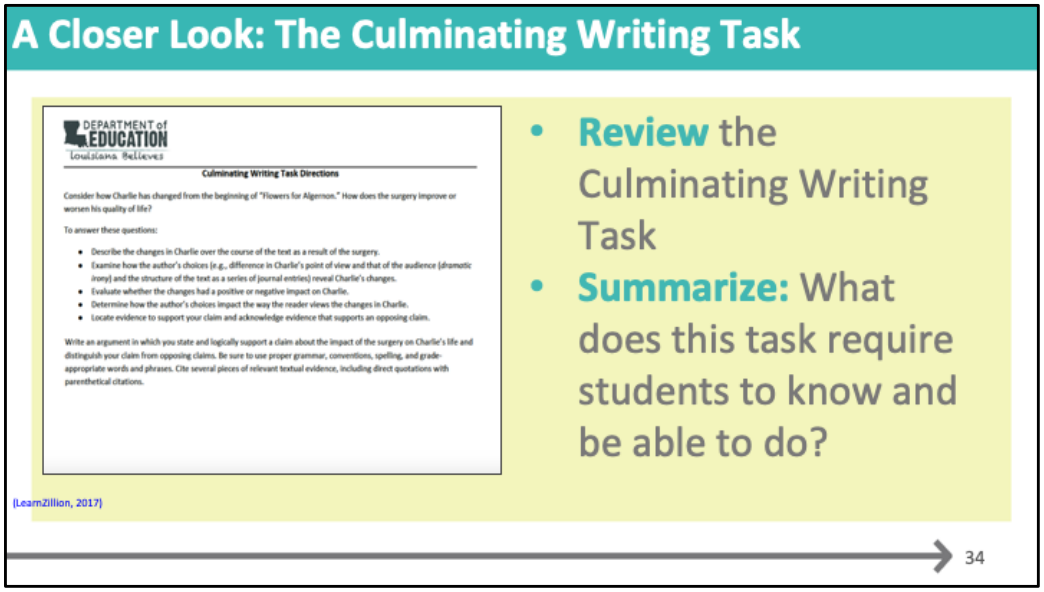
Time:
Duration: 30 seconds

Facilitator says: Recall the three types of assessments in each unit. When you prepare to teach a unit, you need to conduct a careful analysis of all three to develop a deeper understanding of what students are expected to do by the end of the unit. In Module 1, we unpacked the Cold Read Task and in Module 2 we unpacked the knowledge demands of the Extension Task.

Facilitator does: Click to reveal the red box.

Facilitator says: For our purposes today we are going to zoom in and unpack the Culminating Writing Task for our Flowers for Algernon unit.

Important note: For more information on ”Preparing to Teach a Unit,” see pages 12-14 from the Overview Guide: https://learnzillion.com/resources/134197



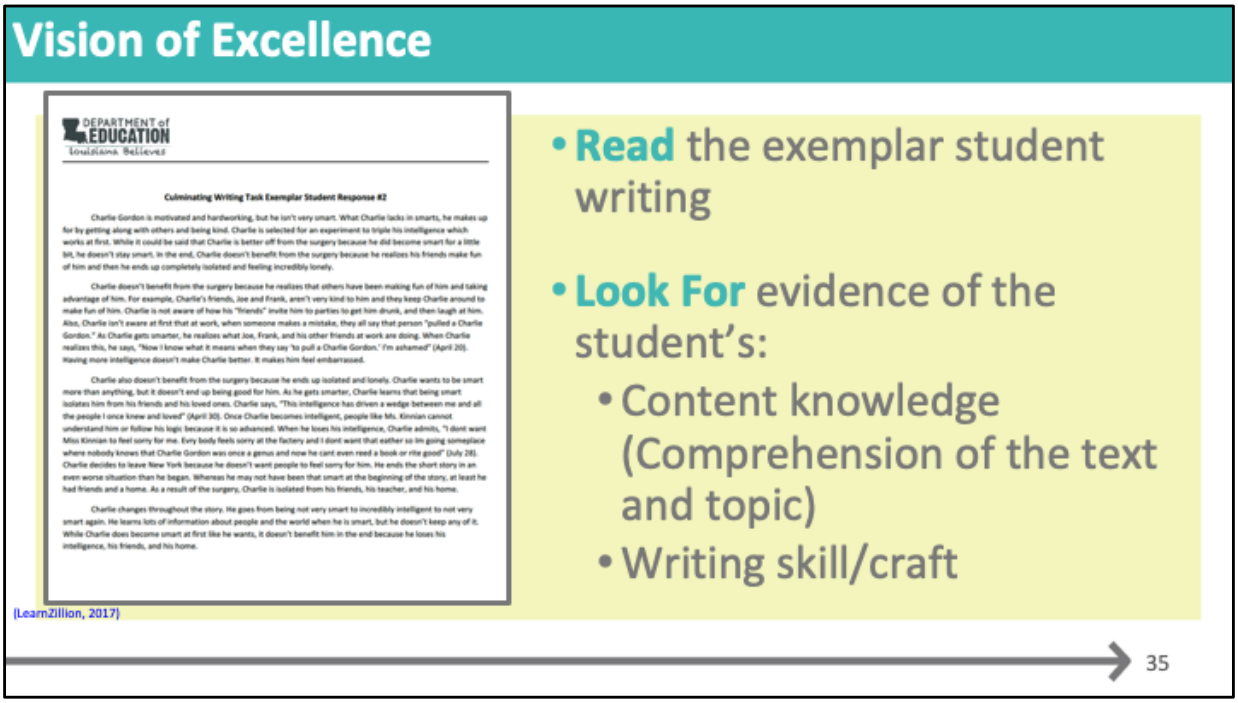
Time:
Duration: 4 minutes

Facilitator does: Review directions and point participants to the Culminating Writing Task (p. 15). After a minute of independent review time, have participants discuss the second bullet with a partner. Afterwards, invite participants to share out with the whole group.

Look for:
- Track character development from the beginning to the end of a story
- Evaluate whether changes had a positive or negative impact on a character
- Write an argument
- Acknowledge an opposing claim and distinguish your claim from it
- Cite several pieces of relevant text evidence to support your claim
- Use direct quotes from the text
- Use proper grammar, spelling, conventions, etc.

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

for-algernon

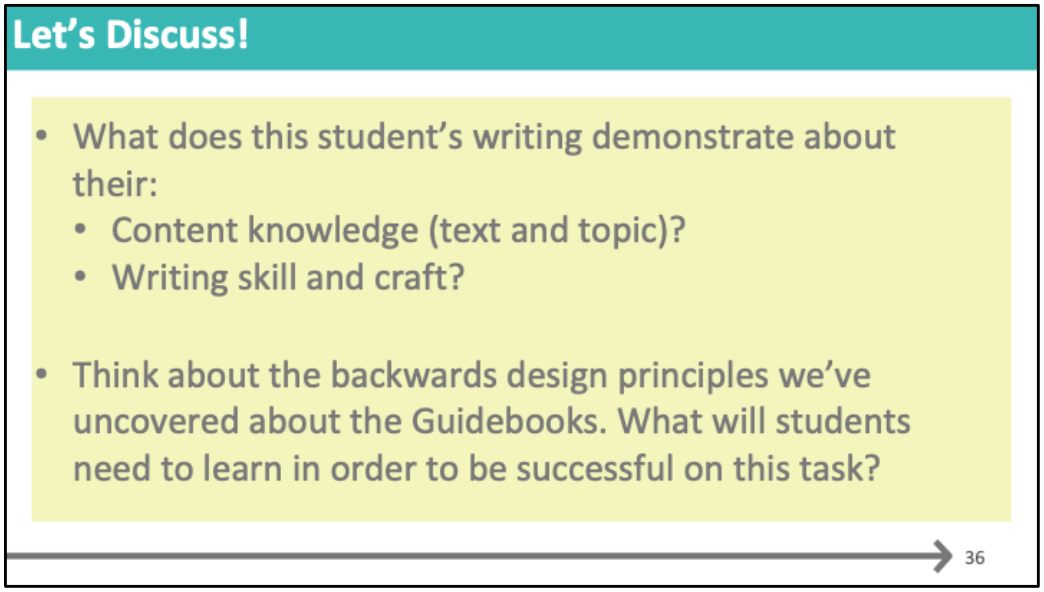


Time:
Duration: 5 minutes

Facilitator does: Point participants to the exemplar student writing in their handouts (p. 16). Point out that this student exemplar is designed to represent "a student who has mastered the standard(s) at this grade level and has built the knowledge necessary through the unit." Review directions and provide independent work time.

Note: Debrief on next slide.

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



Time:
Duration: 5 minutes

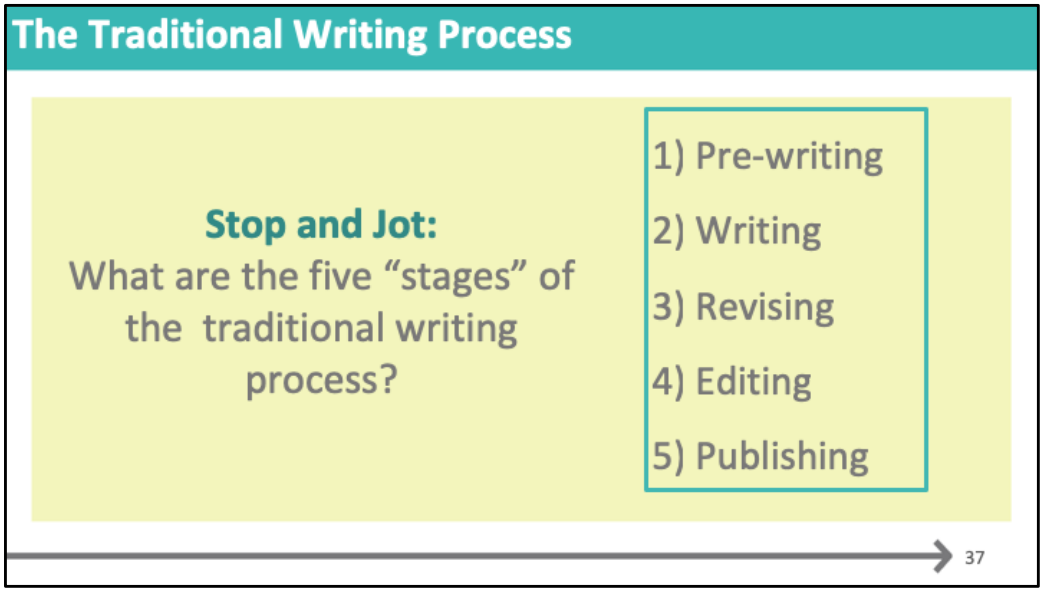
Facilitator does: Invite participants to discuss with a partner or at their table groups, then facilitate whole group debrief.

Facilitator says: This is just our first look at this student exemplar – we will do an even deeper dive to examine evidence of the grade-level standards later in this module. For our purposes in this session, we want to have a clear vision of excellence for what students are expected to produce on this task so we can see exactly how the Guidebooks lessons sequentially prepare students for this task! Let's start by considering the Writing Process…

Look for:

- **(Content Knowledge)** The student has a strong understanding of the way Charlie has changed and its negative impact on him. The student cites evidence from throughout the text to support her analysis of Charlie's character development. The writer also explains how each piece of evidence connects to her claim about Charlie, demonstrating understanding of the surgery's negative impact on his life.

- **(Writing skill and craft)** The student's essay is organized effectively (introduction, body, conclusion) around a thesis/claim and is supported by relevant and sufficient text evidence. She elaborates upon each piece of evidence by explaining how it supports her claim. She integrates direct quotes correctly and effectively, and transitions effectively between ideas. The student also demonstrates strong command of spelling, conventions, grammar, etc.
- **(Backwards Design)** Students will need the opportunity to develop a deep understanding of the story "Flowers for Algernon" and specifically Charlie's characterization. Students will need to learn how to:
    - Track character development from the beginning to the end of a story
    - Evaluate whether changes had a positive or negative impact on a character
    - Write an argument
    - Acknowledge an opposing claim and distinguish your claim from it
    - Cite several pieces of relevant text evidence to support your claim
    - Use direct quotes from the text

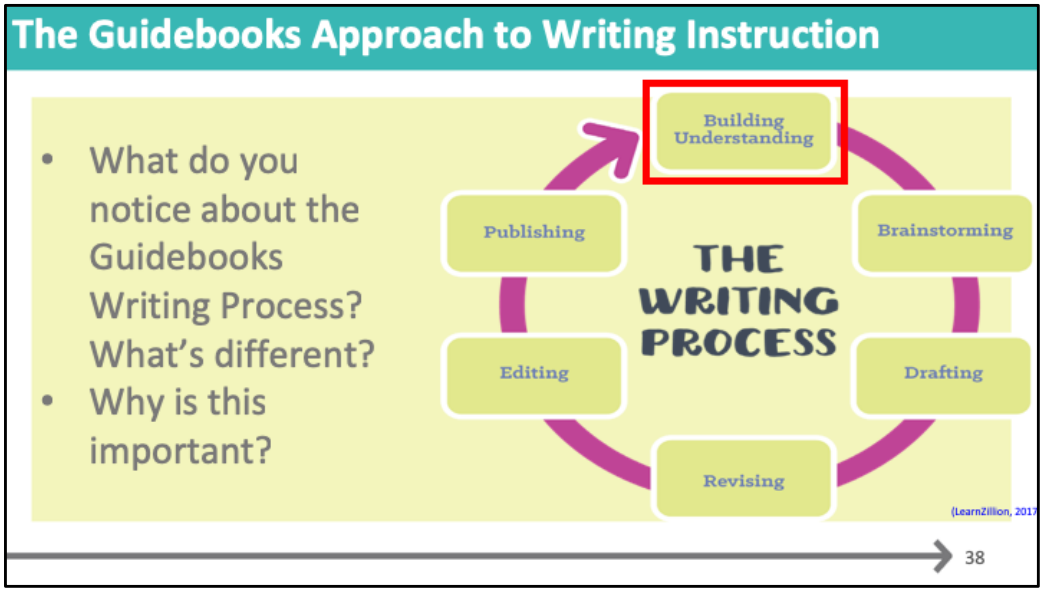


Time:
Duration: 2 minutes

Facilitator says: Gauge participants' familiarity with the writing process or the traditional "5 stages of writing". Acknowledge that the term "writing process" likely isn't new for many folks in the room.

Facilitator does: Click to reveal the stop and jot prompt and have participants make a quick list with their partners (p. 16). They should also discuss what's happening in each of these stages. Afterwards, bring the group back together and invite participants to share out. Then, click to reveal the box with the 5 stages participants were likely to list.

Facilitator says: These "5 stages" are typically what we think of when we think of the Writing Process. But, with the adoption of the Louisiana Student Standards and the increased focused on text-based writing and knowledge – it turns out that though this process has been helpful for quite some time, it isn't quite enough.



Time:
Duration: 4 minutes

Facilitator says: So the Guidebooks' Writing Process is a little different! Take a moment and review the Writing Process illustrated here. Take a moment independently to note what is different. Based on what we've learned in Modules 1-4 so far (and even thinking about the student exemplar we just examined), why do you think this change is so important? Why is it necessary?

Facilitator does: Have participants discuss at their tables. Listen in to conversations and strategically identify 1-2 participants to share out with the whole group. Then, click to reveal the red box around Building Understanding and emphasize that this is the key difference. Explain that students must know a lot about the text or topic they are writing about!

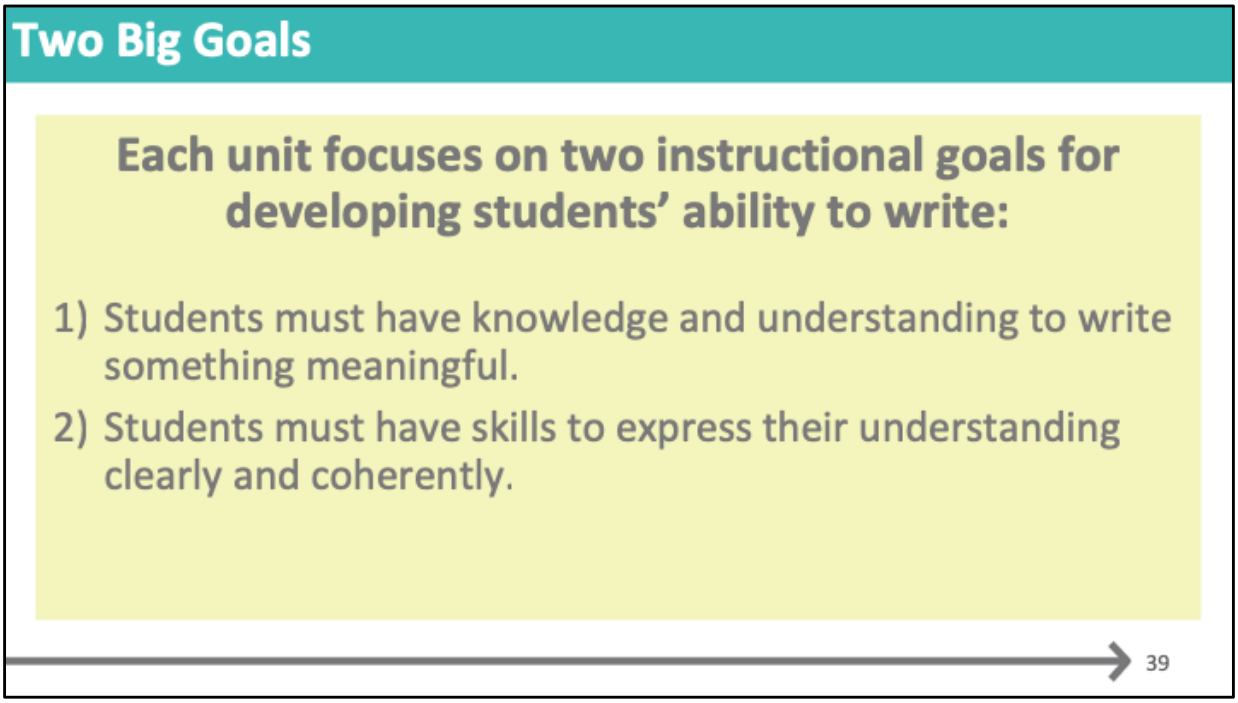
Look for:
- What: Building Understanding is the key first step in the process, before students even begin engaging with brainstorming (traditionally called pre-writing) – ALL

THREE SHIFTS LIVE HERE

    - Cycle – the writing isn't a one and done – there's a strategic building of skills throughout the year and so doing Guidebooks units throughout the year allows students to revisit and build

- Why: There is a shift in what we are asking students to do. In the past, writing prompts asked students to write about their personal experiences and feelings. Now writing tasks ask students to write about their understanding of complex texts.

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



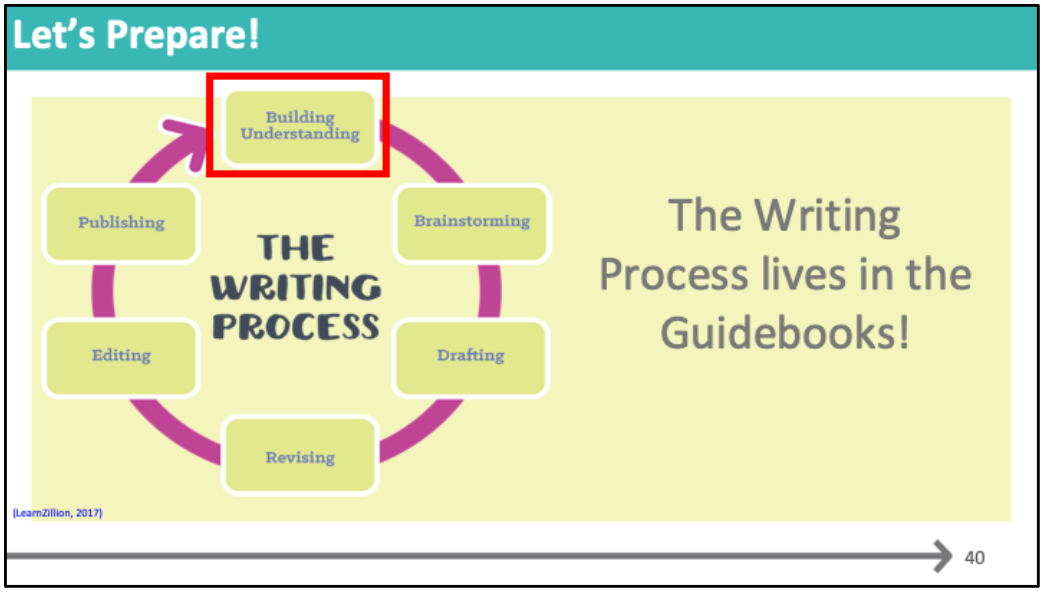
Time:
Duration: 45 seconds

Facilitator says: This shift is so important. To name it very clearly – content matters. Student writing is not just about their actual writing skills (hooks, transitions, flow, imagery, etc) – it's first and foremost about their content! In order to write, students must have a deep understanding of the text or topic they are writing about.

And so when we talk about "instructional goals in writing" we mean those two things…

Facilitator does: Click to reveal goals and have participants read them.

Facilitator says: It's also important to point out that this shift to focus on writing about understanding levels the playing field for students. Because the Guidebooks are designed to give all students access to complex texts and topics, all students have something to write about!



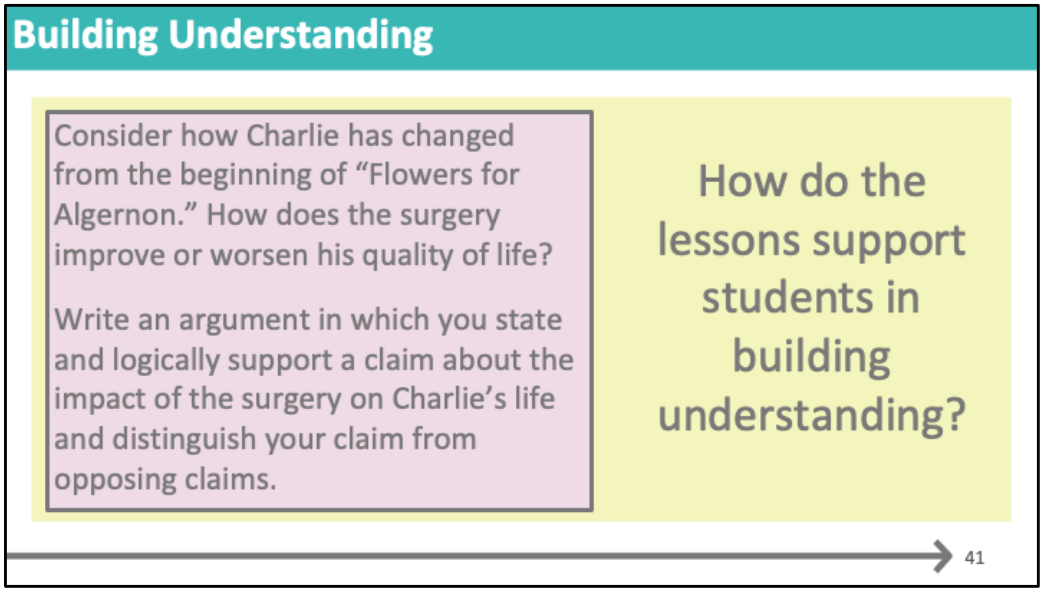
Time:
Duration: 1 minute

Facilitator says: For the rest of this session we are going to explore how The Writing Process unfolds in our shared unit (Flowers for Algernon). In previous modules, we have unpacked unit assessments to see how the sequence of lessons in the unit are designed to build the knowledge and skills students need to be successful on those tasks. So for our purposes with this Culminating Writing Task we aren't necessarily doing the same thing. Our purposes here are to analyze specific sections of lessons in the Flowers for Algernon unit to see how the Writing Process lives in the Guidebooks. On your own time you may want to take a closer look to see how lessons specifically address a number of writing skills that will prepare students to be successful on this task.

Facilitator does: Point participants to the "Examine the Writing Process in the Guidebooks" section of their note-catchers. Give them a moment to review the document. Explain that they will be going step by step through the writing process to find specific evidence of what each "stage" looks like in our Flowers for Algernon unit.

Facilitator does: Click to reveal red box and explain that first we are going to look at how the Guidebooks lessons build understanding towards this task.

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



Time:
Duration: 11 minutes

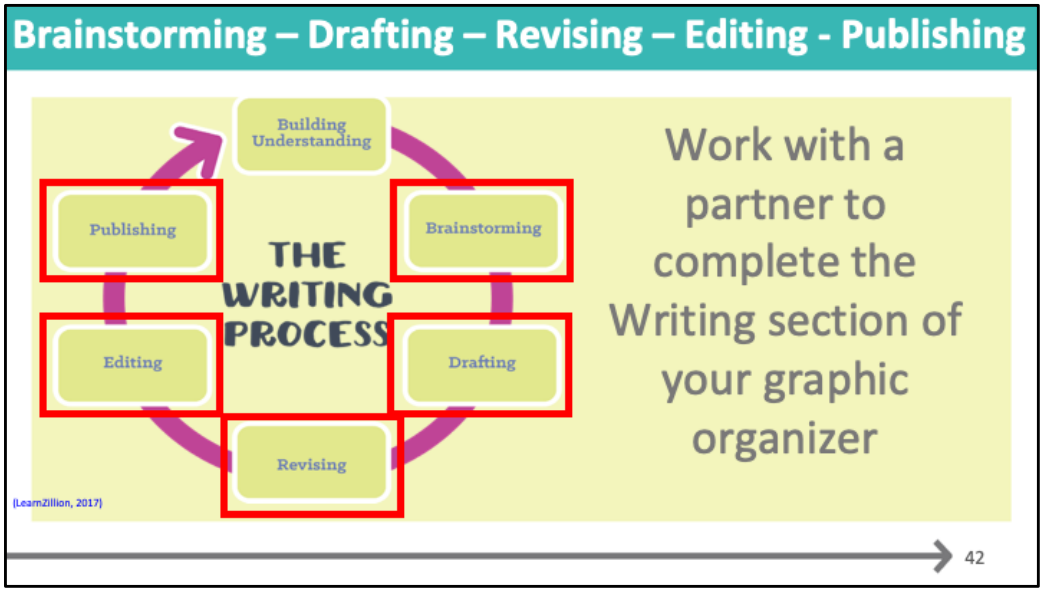
Facilitator says: First, let's take a moment to re-read the CWT prompt.

Facilitator does: Provide wait time for participants to read the prompt to themselves or have a volunteer read it aloud. Emphasize that participants should keep this specific prompt in mind when they go back to review the lessons. Have participants work with a partner to complete the "Building Understanding" section in the template in their note-catcher (8 minutes). Afterwards, invite participants to share out with the whole group (2 minutes).

Note: Participants don't need to get too "in the weeds" with the Guidebooks lessons. For this particular activity, it should suffice for them to look at the lesson descriptions from the lesson sequence view page. If time allows and they are interested in looking at a few lessons more closely they may do so after they've identified lessons based on the descriptions.

Look For:

The key point here is that virtually all lessons prior to drafting the piece are devoted to building knowledge – participants could cite any section of lessons. For example, the text set (including “Flowers for Algernon,” “The Story of Prometheus,” *Frankenstein*, and all of the informational articles about intelligence) helps students build knowledge about how we define and measure intelligence, introduces themes about the price of human advancement (knowledge) and provides models for written argument. The text set also builds a deep and nuanced understanding of several literary texts. The culminating writing task requires students to pull together all of this knowledge to construct a written argument about a theme in “Flowers for Algernon.”



Time:
Duration: 11 minutes

Facilitator says: Now let's examine the rest of The Writing Process.

Facilitator does: Direct participants to the "writing" section of the same graphic organizer. Point out that this time, we have already provided the specific lessons for each of these stages of writing. So for this activity, they will need to take a closer look at the specific lessons we've flagged (i.e. click on each lesson and actually review some of the slides and teaching points).

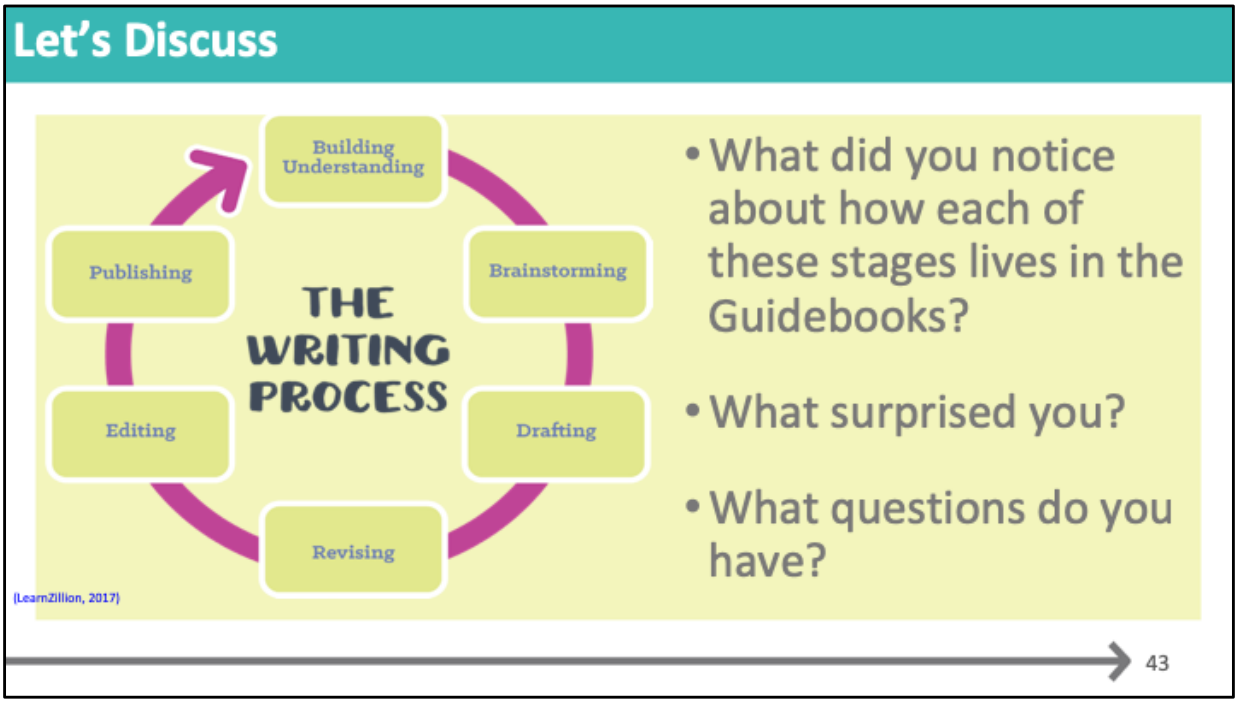
NOTE: When people get to the "revising" section, give them a tip to look at the "look fors" listed in the Guidebooks lessons

Look for: Observations will vary, but key points are listed below:

- **Brainstorming, Lesson 28:** Students are considering possible answers to the Culminating Writing Task question and beginning to answer the question
- **Drafting, Lesson 29:** Students are writing their first draft using evidence charts gathered in the previous lesson

- **Revising, Lessons 30-31:** In Lesson 30, students are preparing to revise by reading and annotating exemplar examples of both sides of the argument. Students are also reviewing the grade level writing rubric for expectations. In Lesson 31, they are actually revising their own writing by writing a second draft.
- **Editing, Lesson 32:** Students are editing with self or with a partner.
- **Publishing, Lesson 32:** Students are writing their final draft.

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



Time:
Duration: 5 minutes

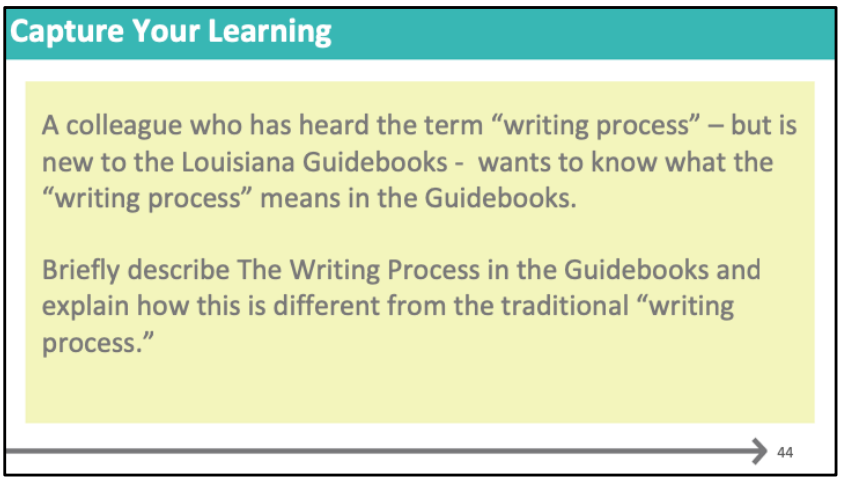
Facilitator does: Provide a moment of independent think time, then invite participants to share their observations, surprises and questions with the whole group.

Look for: Answers to these reflection questions will vary. The key takeaways are:

- The "Building Understanding" stage of the writing process is by far the longest stage. Nearly all lessons in the sequence of the entire unit (and all texts in the set) are designed to support students in building understanding they need for the Culminating Writing Task.
- The other five stages (Brainstorming, Drafting, Revising, Editing, and Publishing) are explicitly addressed towards the end of the unit once understanding has been built. Students write multiple drafts and move through the writing process over the course of several lessons.

Source: English Language Arts LearnZillion Guidebooks 2.0 Unit: Flowers for

Algernon. (2017). Retrieved from https://learnzillion.com/resources/78764-flowers-for-algernon



Time:
Duration: 5 minutes

Facilitator says: Before we wrap up, it's important that we summarize and capture learning from today's session. Please take a few moments to reflect on this prompt and record your responses in the space provided in your note-catcher.

Facilitator does: Direct participants to their handouts (p. 18), where they have space to "capture their learning" from today's session. Provide time for participants to record their thinking in response to the prompt. If time allows, invite people to share.

Connect the Learning

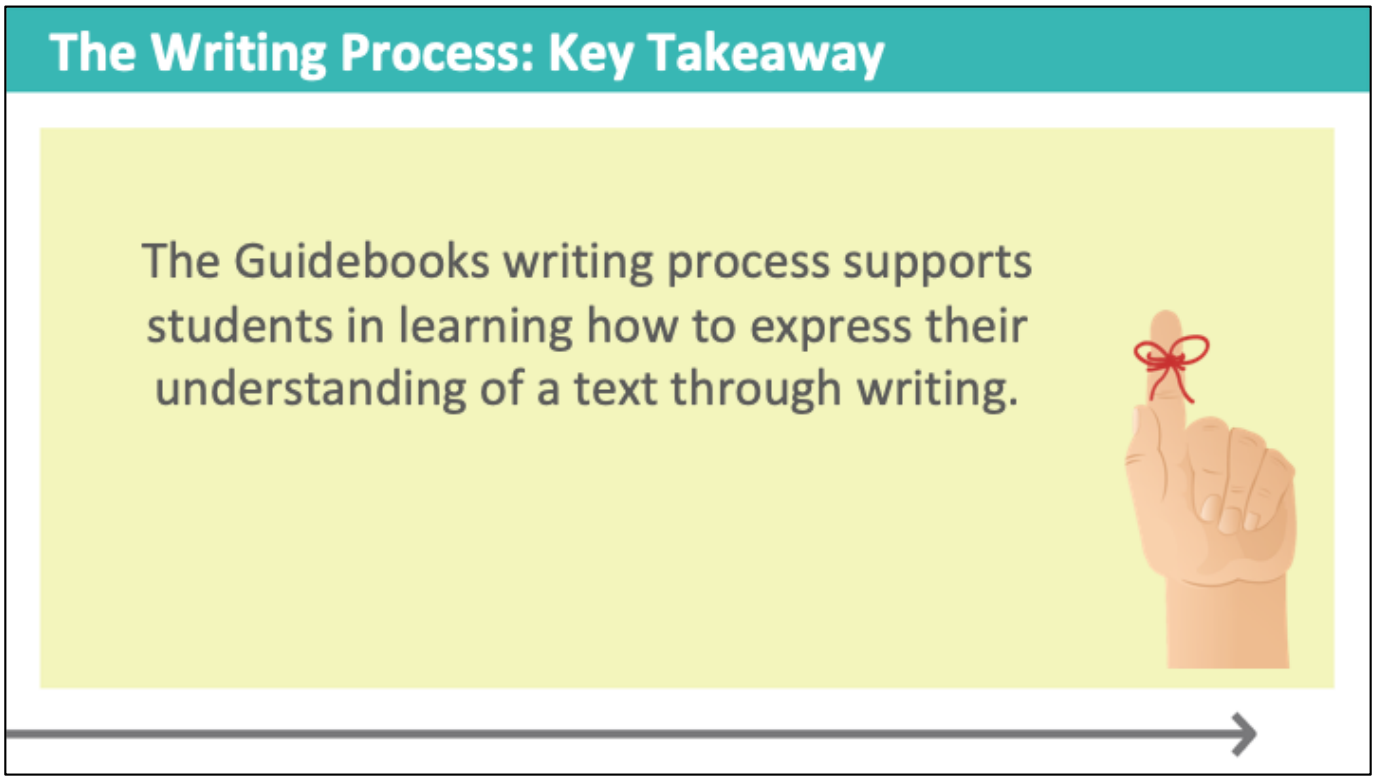
How will you apply your understanding of the Writing Process in Guidebooks to….

...your role as a teacher?

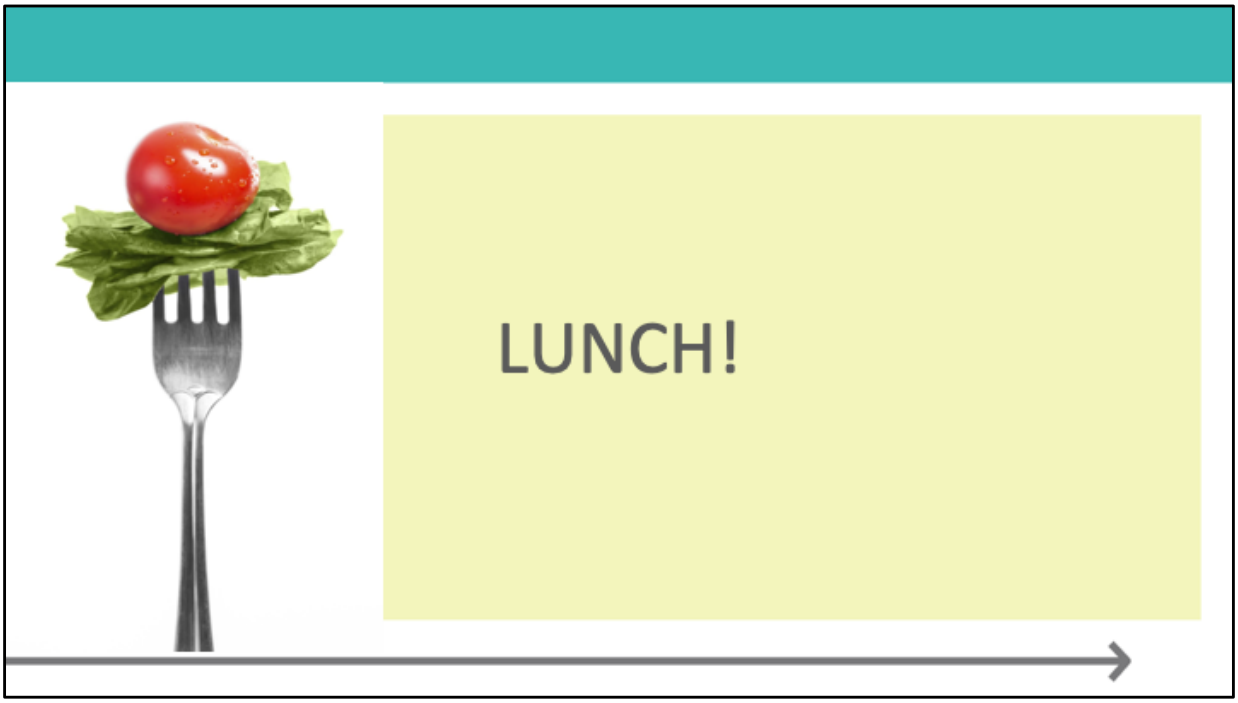
....your role as a mentor?

Duration: 3 minutes

Facilitator says: To connect this portion of the morning's learning to your work as a mentor, please jot down your thoughts to these two questions in your handout (p. 19).



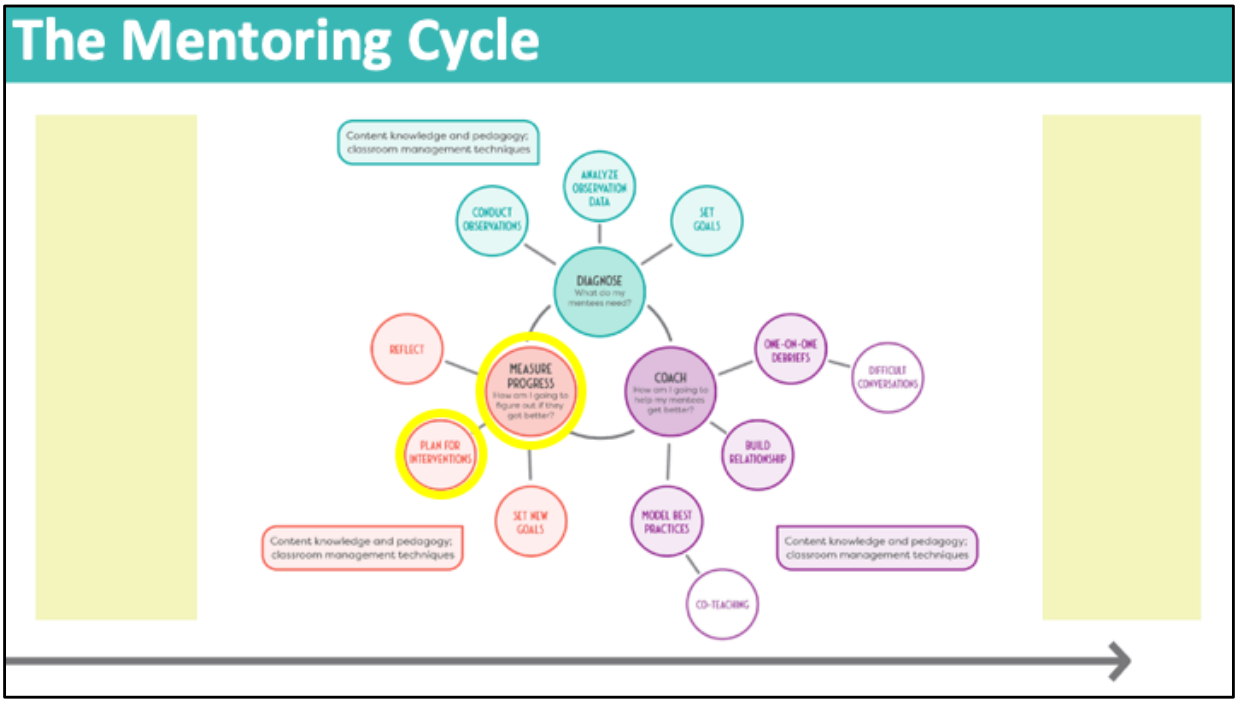
- **Duration**: 1 minute
- **Facilitator says**: As we wrap up our day together, remember,
- **Facilitator does:** Read slide



- **Duration:** 45 minutes (11:15 – 12:00)

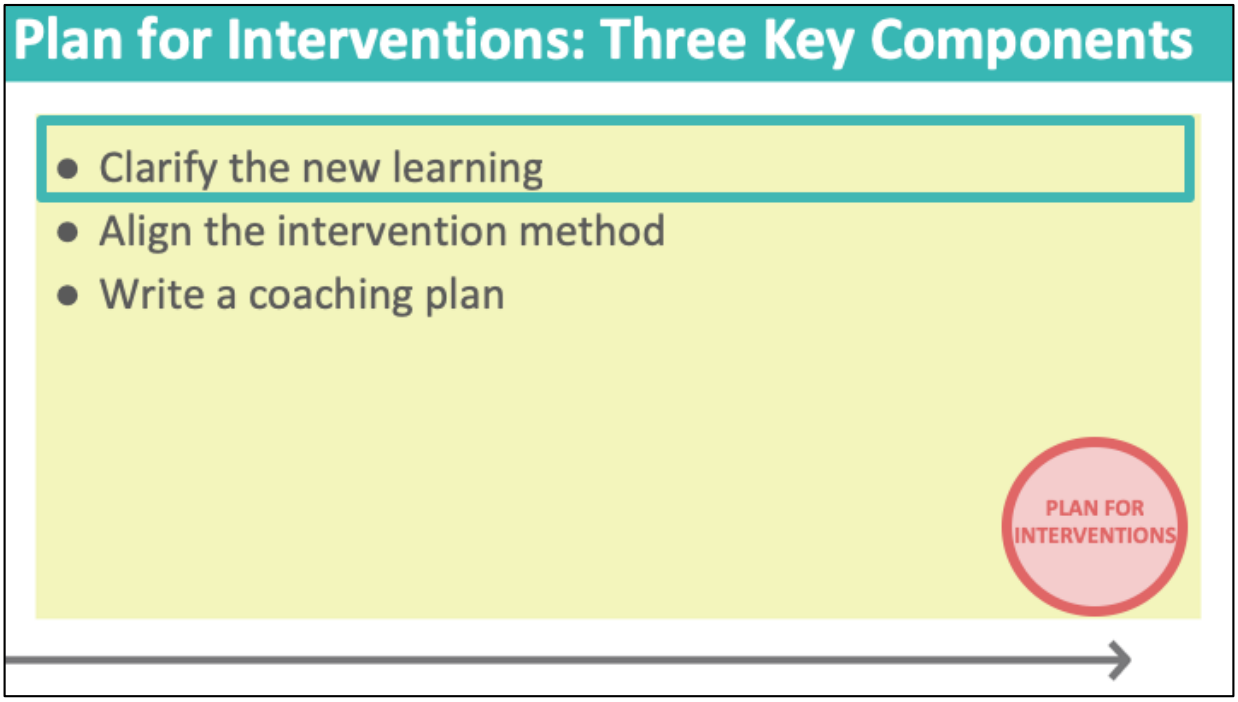
Duration: 55 minutes for entire section
This slide: 30 seconds

- **Facilitator says:** In Module 6, we learned how to plan for interventions. We practiced writing a coaching plan in which the intervention was modeling. Today, we'll practice writing a coaching plan for a co-teaching intervention. Then later, you'll get a chance to role play co-teaching.



- **Duration:** 30 seconds

- **Facilitator says:** Remember what we discussed yesterday about the term "intervention" - please understand that "intervention" is not corrective or evaluative, but is meant for furthering adult learning. This is about having a growth mindset and engaging in interventions to grow and learn and improve teaching practice.



- **Duration**: 30 seconds
- **Facilitator says**: So we'll start by quickly reviewing the first component, clarifying the new learning.

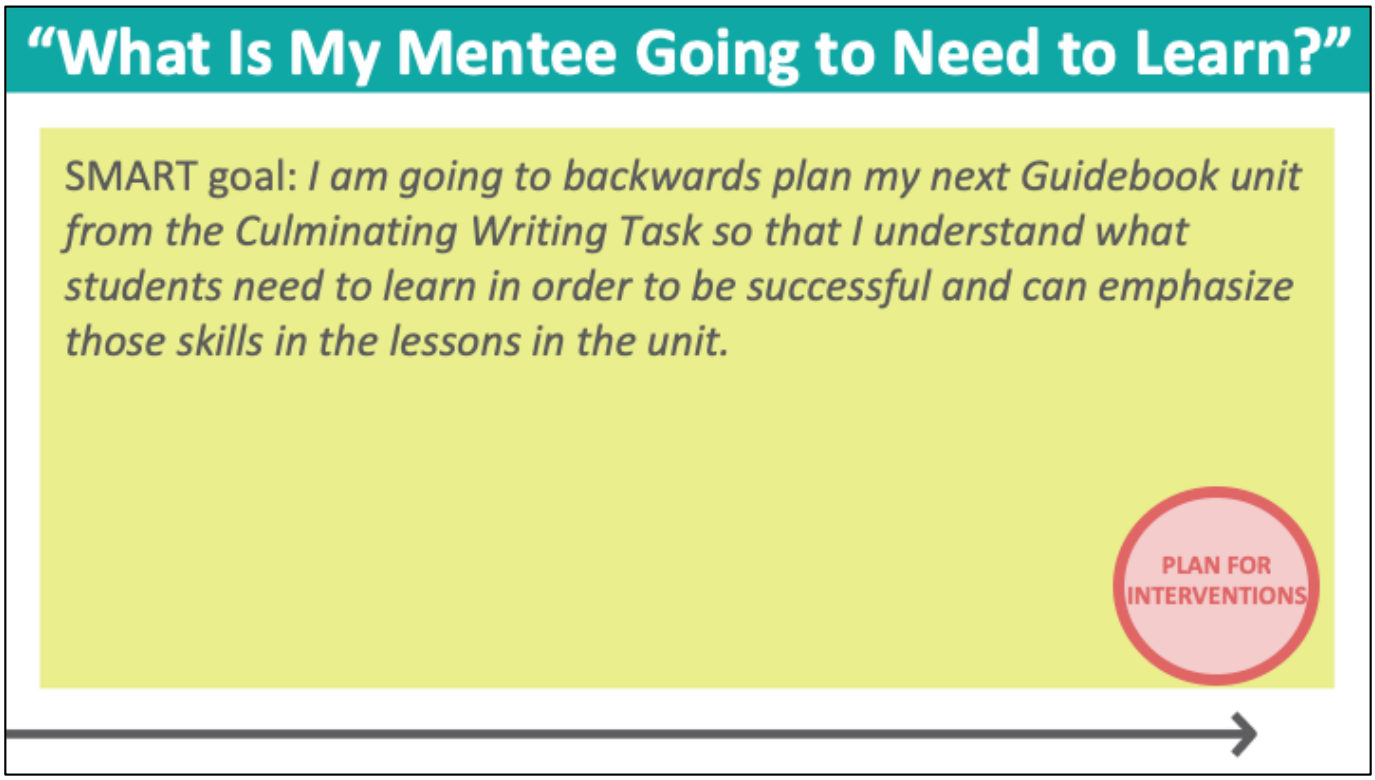
Identify Learning Priorities By Considering...

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?

PLAN FOR INTERVENTIONS

Duration: 1 minutes

Facilitator Says: Remember, when I am taking a few minutes to really consider what is involved in mastering a SMART goal, I can consider questions in the areas of Content and Practice. By reflecting on these questions, I can clarify for myself what my mentee needs to learn, which will then prepare me to write out, and then engage in, a coaching plan that will support them in doing this learning. This chart is also on pg. 20 of your handout.

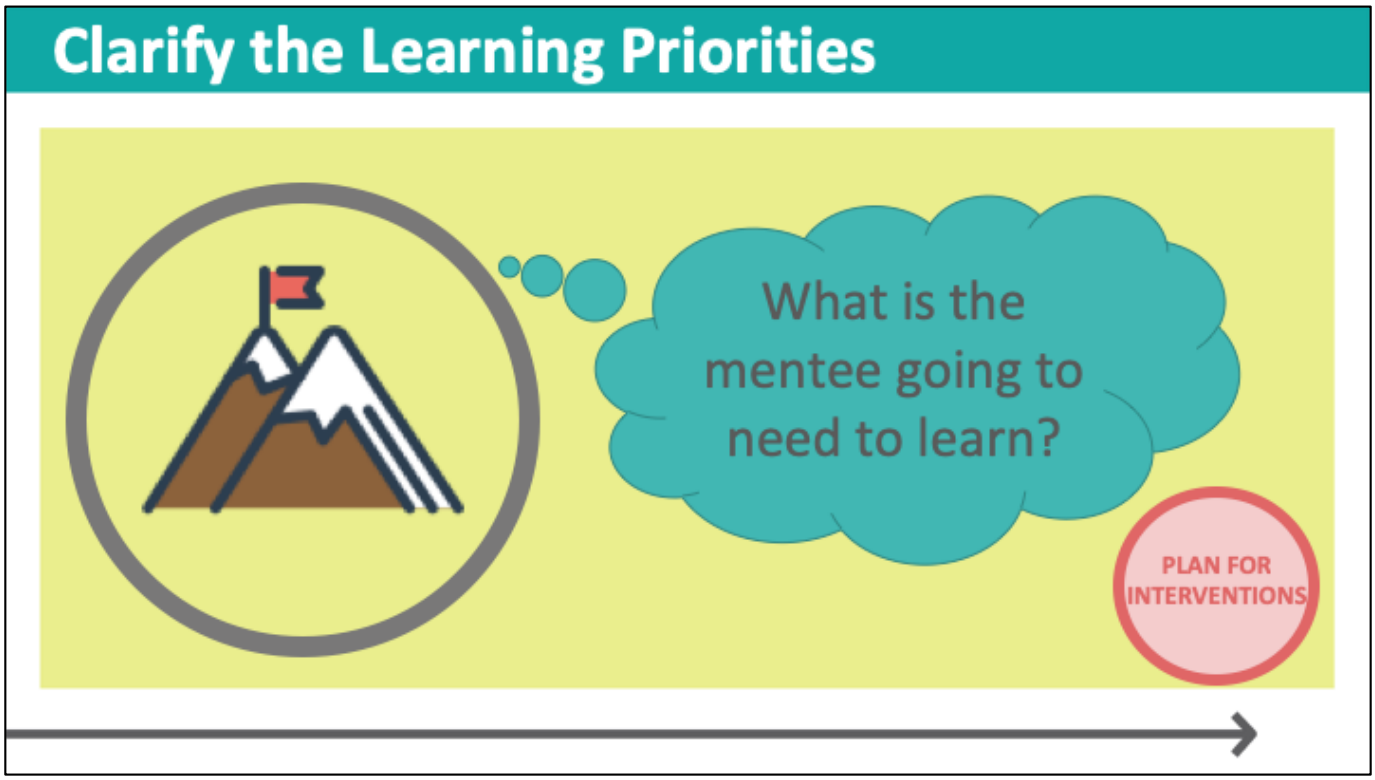


- **Duration:** 3 minutes

- **Facilitator says:** Let's take a look at a sample mentee SMART goal that could be made with a mentee based on diagnosing needs from analyzing observation data. I'm going to re-read the goal and think, "what is this mentee going to need to learn in order to meet this SMART goal?"

- **Facilitator does:** Read goal

- **Facilitator says:** So let me think about the content we learned this morning. This is where I'm going to need to use my knowledge and understanding as a more experienced teacher to support my mentee - What do I lean on in my teaching practice in order to do this? What is my mentee going to need to learn in order to meet this SMART goal? I'll think aloud about one thing, and then you'll have a chance to think about it.
- I think for this mentee, they need to know the backwards design principal of the Guidebooks. I think based on this SMART goal, it's key that this mentee gets that backwards design.
- So that is something that I think, based on my experience, a mentee would need to learn in order to meet this SMART goal.



- **Duration:** 5 minutes

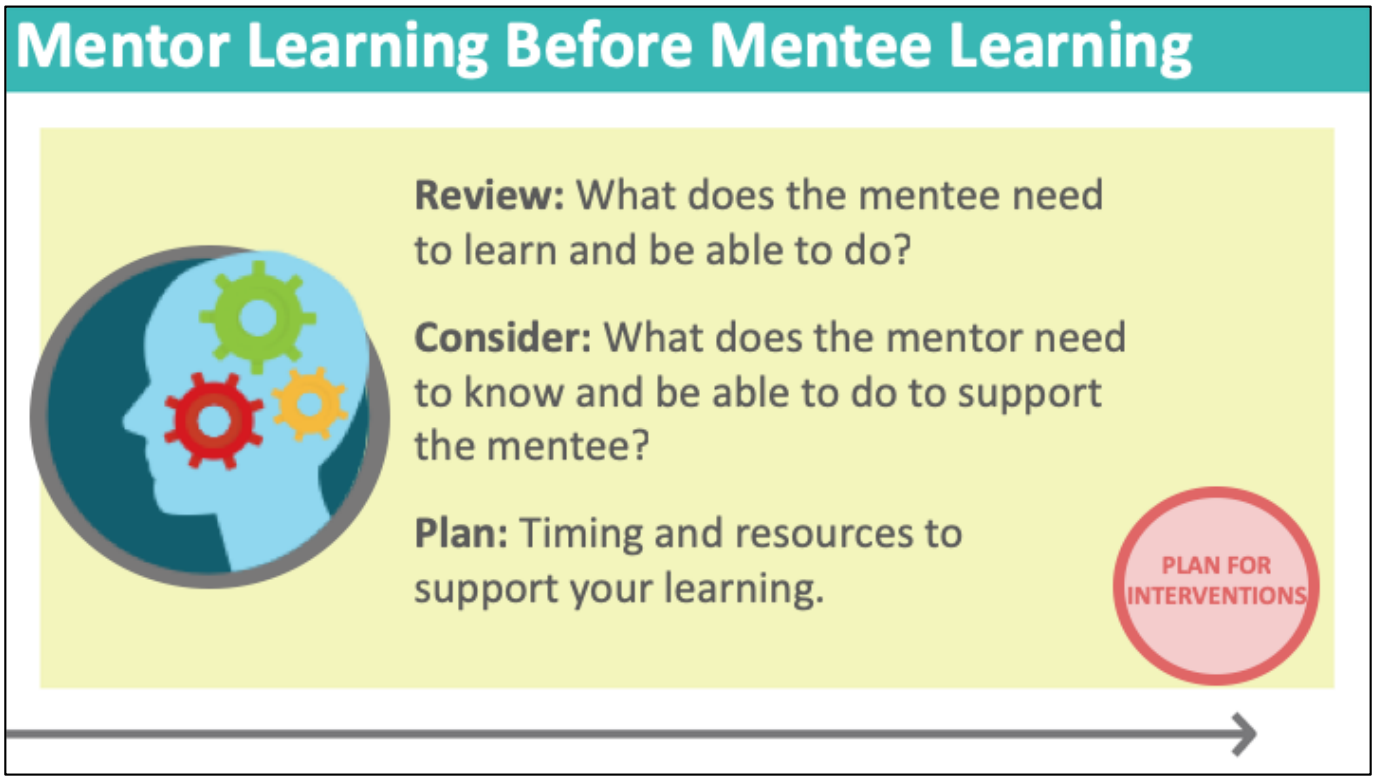
- **Facilitator says:** So now it's your turn to try this. On pg. 20 in your handouts you'll see the SMART goal I just thought about. With your table, take 2 minutes to discuss what else you think the mentee would need to learn in order to meet the goal. You can take notes in the box below the goal.

- **Facilitator does:** Circulate and support as needed. After 2 minutes, ask tables to share out other examples of learning the mentee would need to engage in for the example SMART goal.

- **Note:** Some expected responses for this SMART goal: I think they also need to learn about the exemplar student responses that are included in each Guidebook unit, and how those provide a lot of insight into what's expected. I think we'll also need to study the rubric for the task as well. And then, we'll need to get into the lessons - what does it look like to emphasize those skills without just teaching to the end of unit assessment? And how can we be responsive to the writing the students are producing throughout the unit and seeing who is making progress towards the end of unit goals and who is not?

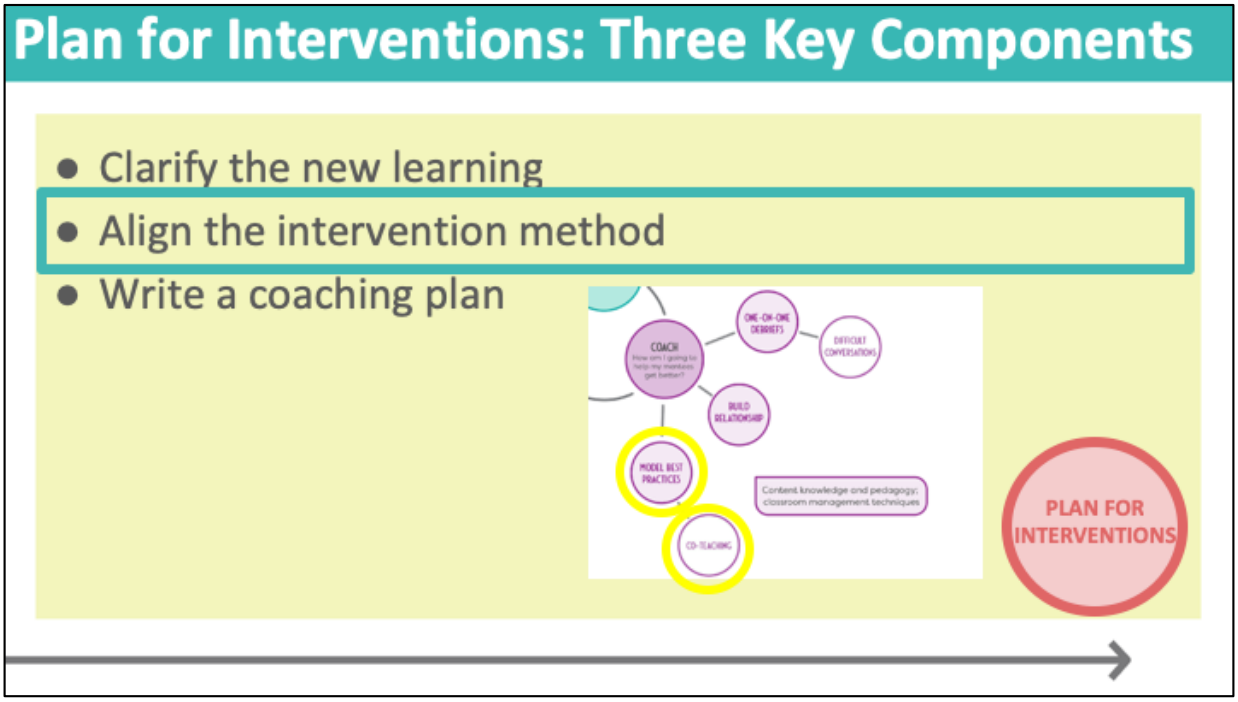
- **Facilitator Says:** So as you can see, there are several things in there that I, if

I’m the mentor, could support them with. While all of the things we mentioned are needed in order to meet that goal, it is okay to zero in on one rather than trying to weave all of them into the coaching plan - it’s better to be focused and make progress than to try to do everything and not accomplish anything because it’s too much to tackle.



- **Duration**: 2 minutes

- **Facilitator says**: Remember, mentor learning precedes mentee learning just as mentee learning precedes student learning. It is all part of the continuous learning and improvement process.
- **Facilitator says:** Remember, if the mentor learning priorities are significant then you will want to record them in your coaching plan to ensure you have adequate time to prepare before you begin working with your mentee on his goal. Sharing your learning goal with your mentee will demonstrate how everyone continues to learn throughout their career.



- **Duration**: 1 minute

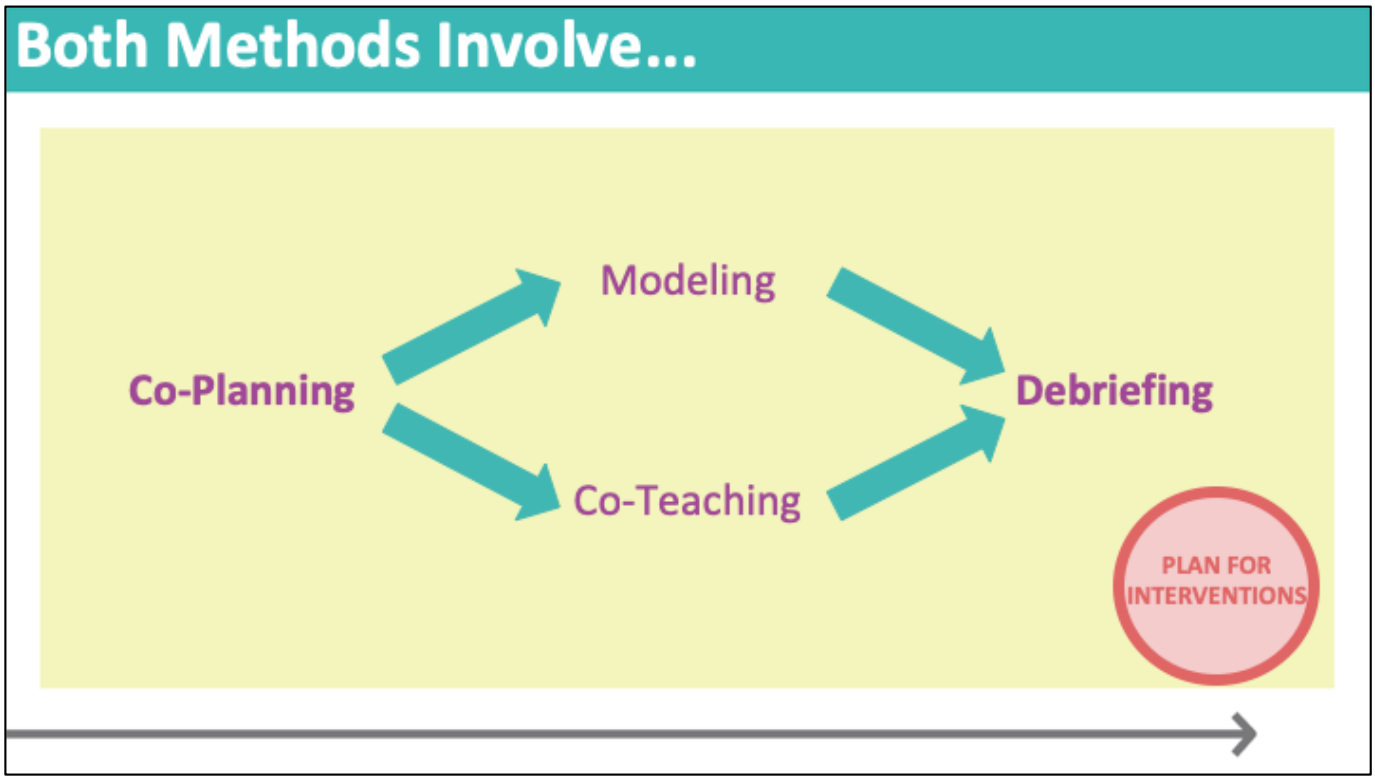
- **Facilitator says**: Remember, next we align the intervention method - modeling or co-teaching.

- **Duration**: 2 minutes

- **Facilitator says**: As we introduced yesterday, the two methods in your mentoring cycle are modeling and co-teaching. Modeling is about the consultant mentor stance. It's an "I do" for the mentor and is used sparingly, only when the mentee is new to something. Co-teaching is about the collaborate mentor stance. It's a "we do" for the mentor and mentee and is used as soon as the mentee is comfortable to try something out.

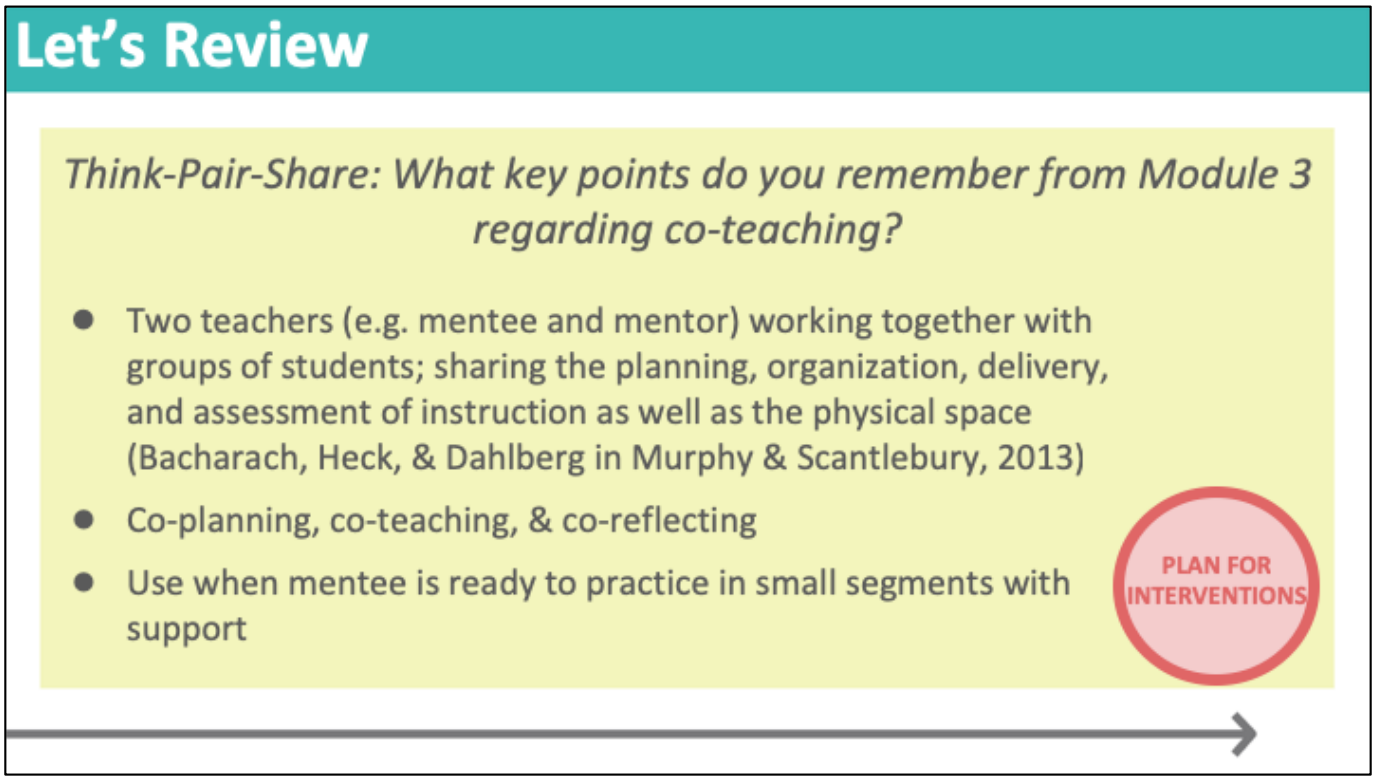
- **Facilitator says:** Mentors use co-teaching to demonstrate growing confidence in mentees and support achievement of their SMART goals.

- **Facilitator says:** For the purpose of today, we are assuming the mentee is ready for co-teaching.



Duration: 1 minute

Facilitator Says: And of course both methods involve co-planning and debriefing.



- **Duration**: 10 minutes

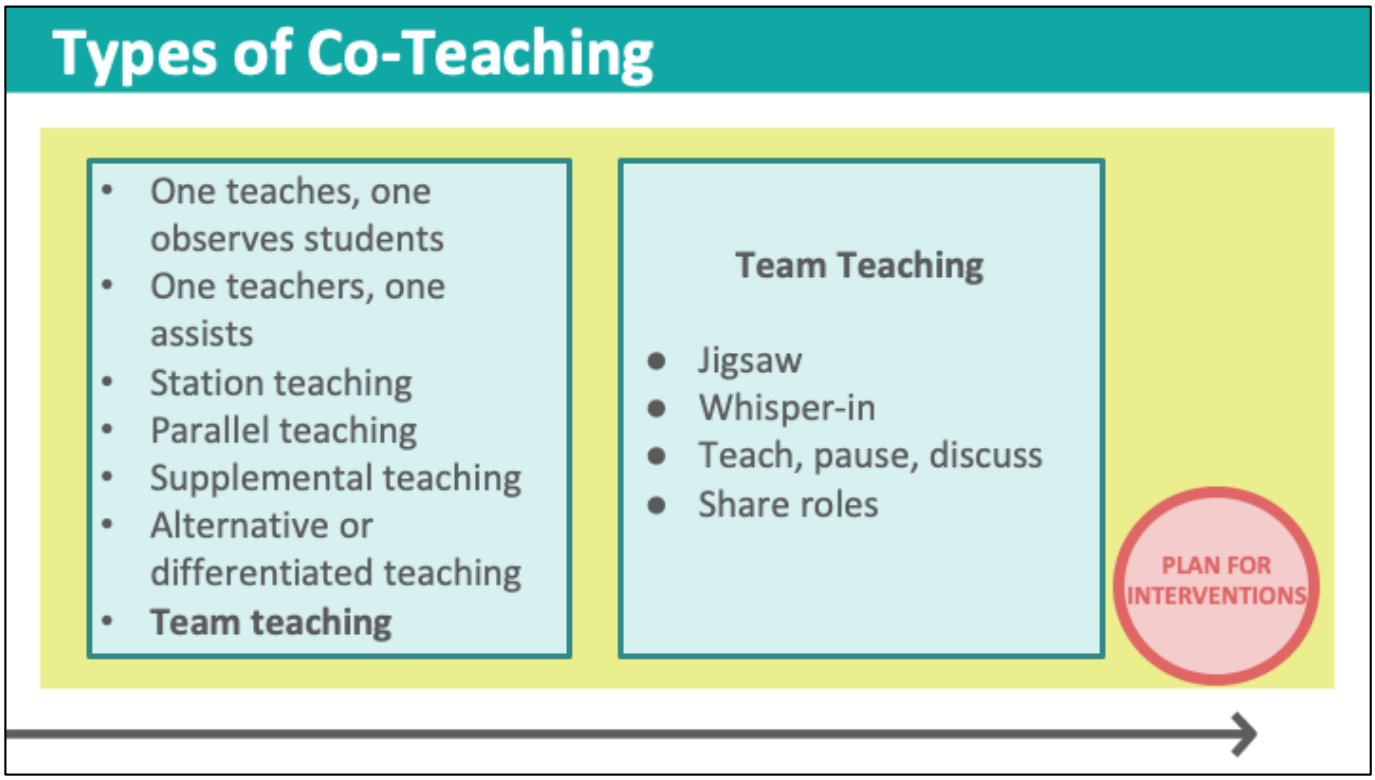
●**Facilitator says**: We first talked about co-teaching this year back in Module 3. We'll be building on this learning to practice and plan for co-teaching with your mentee. Some of you may have tried co-teaching with your mentee already this year based on your learnings from that Module - we're eager to hear your feelings and thoughts about how it went. Take 1 minute to jot down some ideas or key things you remember from module 3 regarding co-teaching. After 1 minute you'll pair up with a shoulder partner to share and add to your notes.

●**Facilitator does:** gives 1 minute of quiet work time followed by 2 minutes of shoulder partner share time. Invite a few participants to share out with the whole group encouraging those who have done a co-teach at some point this year to share their experiences with the group.

●**Facilitator says: (animate the slide to reveal the review key points from module 3 - elaborating more on those that did not come up during the whole group share).**

- As a reminder, in module 3 we defined co-teaching as two teachers, like a mentor and mentee, working together with groups of students - sharing the planning, organization, delivery, and assessment of instruction as well as the physical space.

- Also, much like model teaching, the three main steps include planning, teaching and debriefing or reflection, but all are done collaboratively - whereas when we talked about modeling in the previous module the mentor takes on a more direct, consultant type role.
- We want to use co-teaching when the mentee is ready to practice in small segments with support. An advantage is that the mentee will have your immediate support should he or she need it and student learning is not likely to be negatively impacted. A disadvantage might be that the mentee remains too dependent and unwilling to take equal responsibility for decisions and teaching.



NOTE: Co-teaching was introduced in Module 3

- **Duration**: 8 minutes

- **Facilitator says**: In Module 3, we discussed a variety of types of co-teaching. In co-teaching, it's hard to tell who the teacher is and who the mentor is, because both are engaged and involved partners in the delivery of the lesson. Co-teaching is a really exciting mentoring practice because there are so many different variations that you can use based on your mentee's needs. You'll recognize these types from Module 3.

- **Facilitator does**: Read left box.

- **Facilitator says:** Today, we're going to specifically discuss Team Teaching as a method for intervention for supporting your mentee. (Participants may take notes on page 21 of their handout)

- **Facilitator does:** Animate right box.

- **Facilitator says:** So team teaching is an excellent mentoring method because both of you are right there together, trying things out together and learning

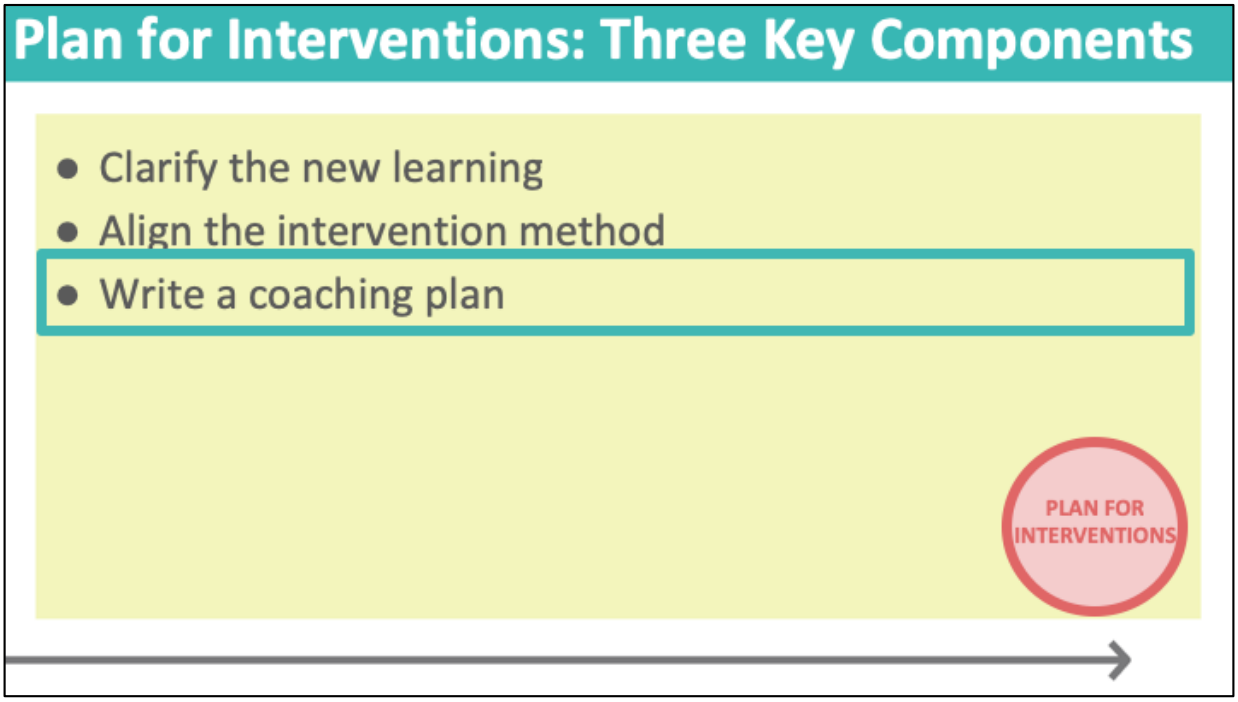
together. This allows you to be right there supporting when your mentee tries something out, and allows them to see you up close and be involved when you try something out.

- The first type we're going to discuss is the "jigsaw" type of co-teaching. When you "jigsaw," you and the mentee will break up the lesson into parts and each of you will take the lead on some of the parts. When you are not the lead, you are sitting right there supporting the lead. If a mentee isn't brand new to something but still isn't very comfortable, you can take the more "meaty" parts of the lesson that require more heavy lifting, while the mentee takes the parts they are comfortable with. Or, if the mentee is ready for a challenge, you can take the other parts of the lesson off of their plate, allowing them to focus on the part they really want to push themself with. You'll ask your mentee, "what would you like to do, and what would you like me to do?"

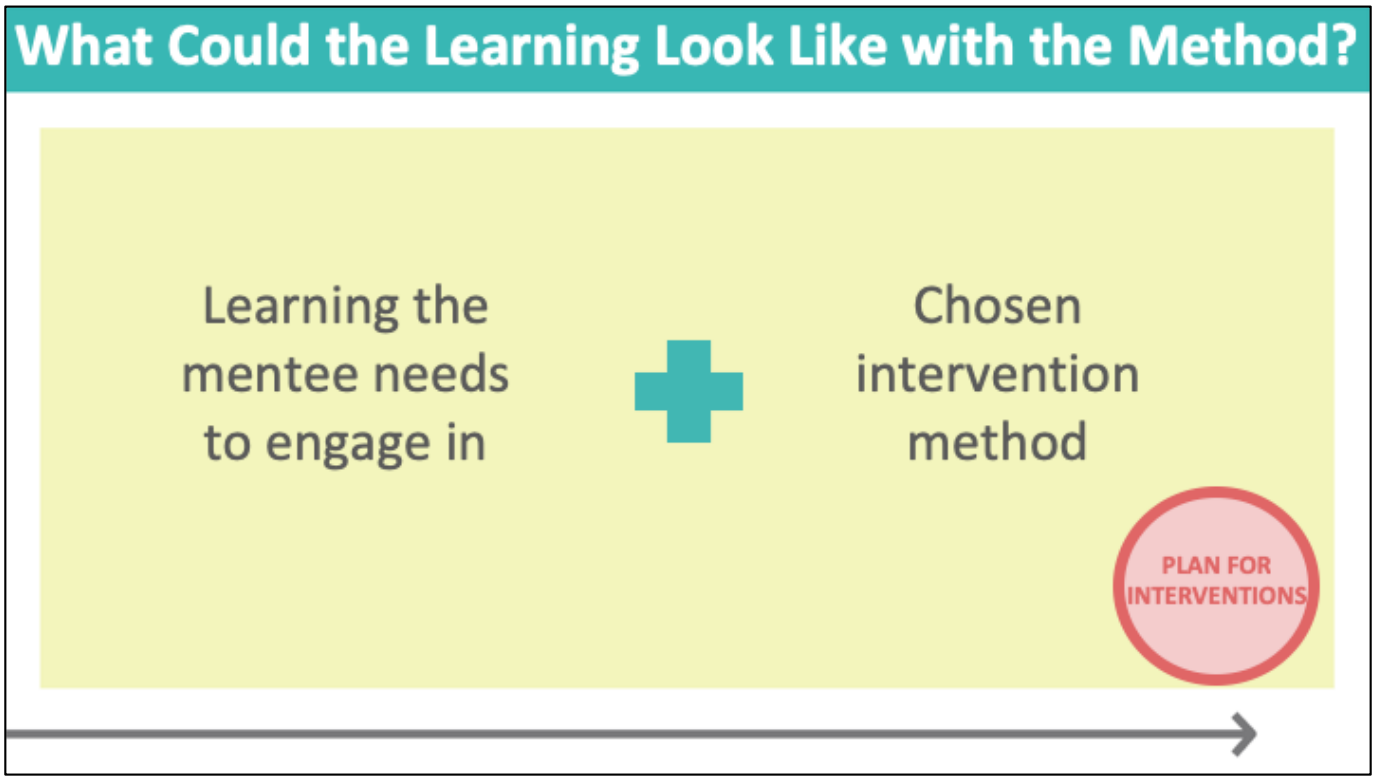
- The second is the "whisper-in." When you do this, you'll be sitting right next to your mentee while they're teaching, ready to give them some tips on the spot. You may have suggestions with real-time problem-solving, clarifying vocabulary, supporting student engagement, or adjusting the pacing of the lesson to better align with the needs of the students.

- The third is "teach, pause, discuss." In this type, you or the mentee will be taking the lead with teaching. At predetermined spots OR in the moment based on need, you or the mentee can "pause" the lesson, giving the two of you time to discuss what's happening, before resuming the lesson. This is most effective when one of you notices something and you want to pause and address in the moment.

- The last is "share roles." As you know, there are a many different roles a teacher has to take in any one lesson - all at the same time. You can be side-by-side with the teacher, with both of you taking on different roles in the lesson. For example, one of you may be leading a discussion while the other creates a chart of student responses. This is a nice one because you can be right there ready to support the mentee while they're teaching!

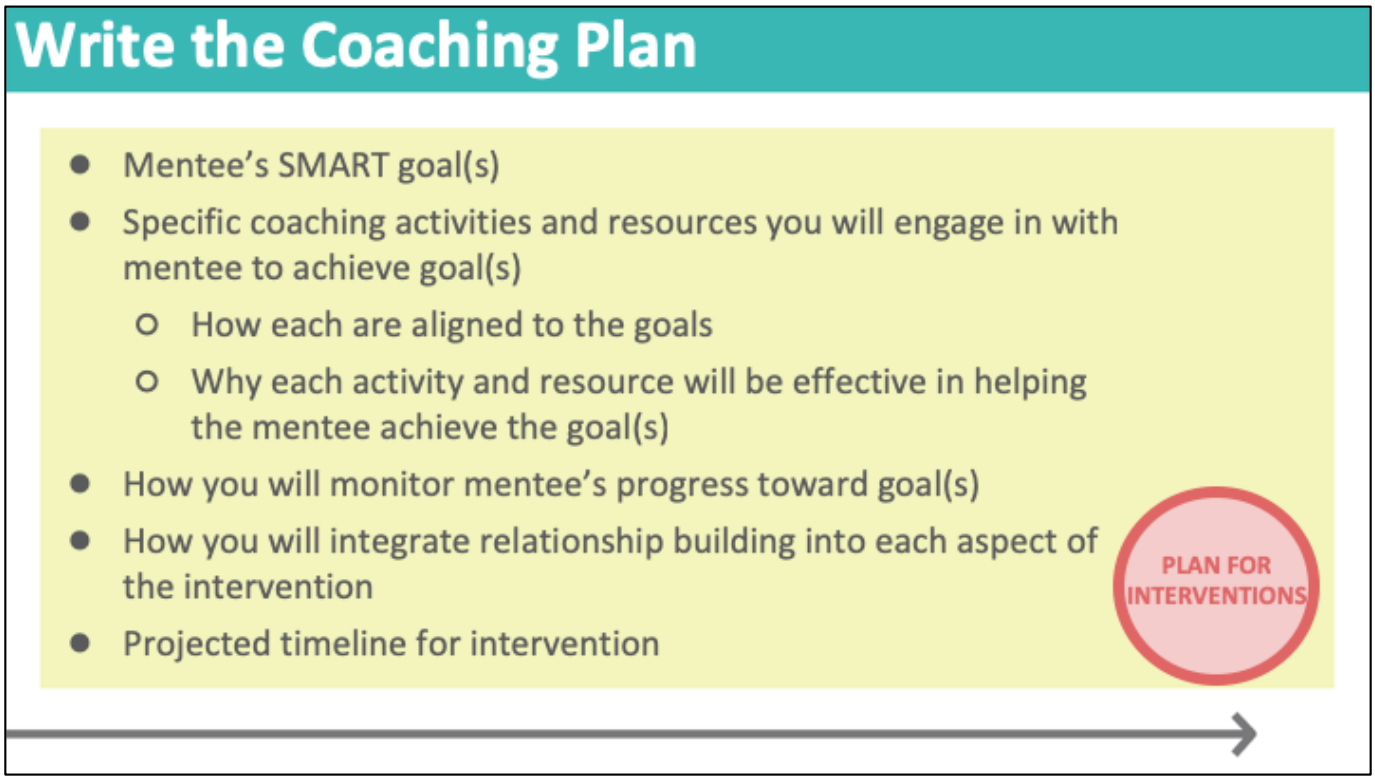


- **Duration**: 1 minute
- **Facilitator Says:** And then, once we've clarified the new learning and aligned the intervention method, we write the coaching plan.



- **Duration**: 1 minute

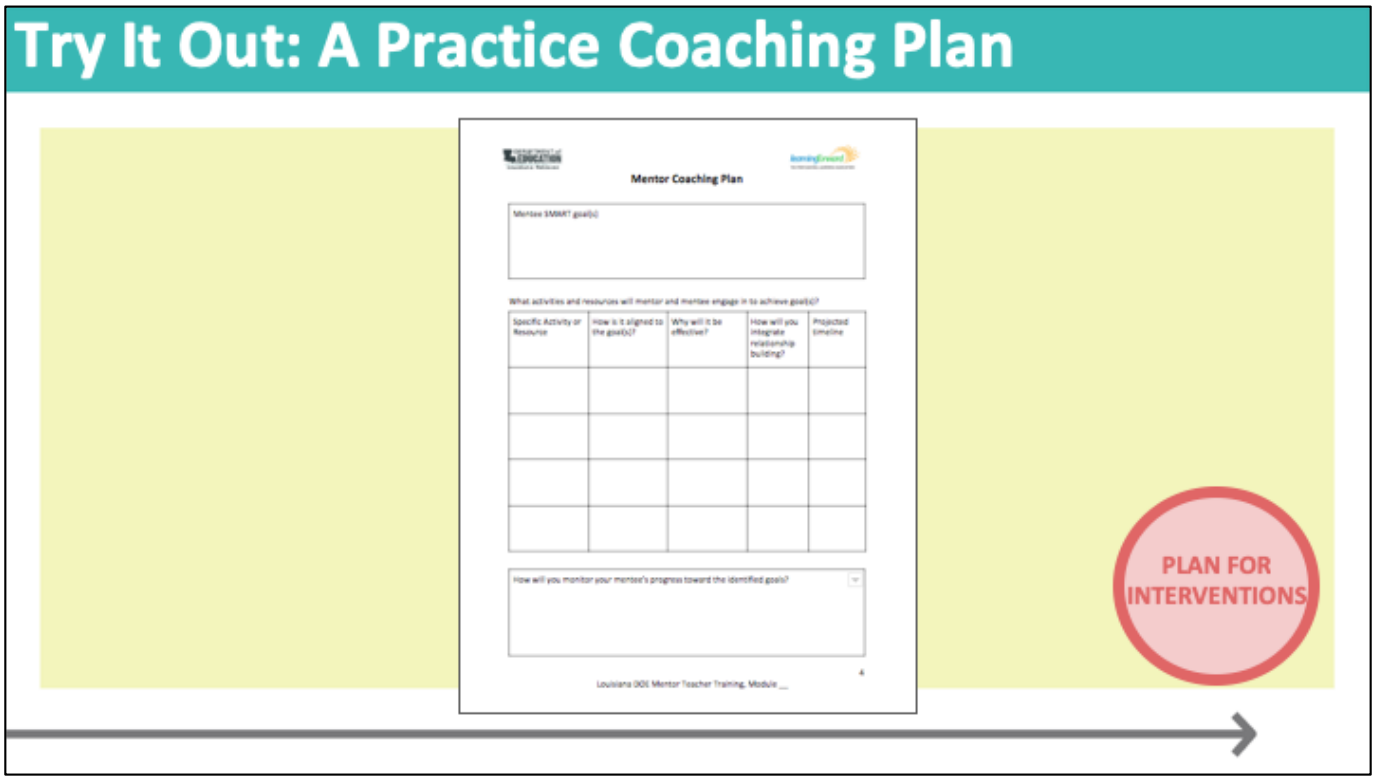
- **Facilitator says**: Remember, this means planning what the learning could look like with the chosen method. For sure in our example today, there will be a lot of co-planning, as we study the exemplar student response and the rubric alongside the lessons from the unit. And then, I think we could do some jigsaw teaching. Maybe it would be effective to jigsaw teach a couple of lessons together from this unit. We could start with the mentor teaching the heavy lifting parts that we saw directly aligned to the culminating writing task. This would give the mentee a chance to see how you emphasize those skills. And then you could switch roles, where the mentor teaches the remainder of the lesson, allowing the mentee to focus on those parts of the lesson that align to her goal.



Duration: 2 minutes

Facilitator Says: Then, you'll turn those ideas into a clear and concise coaching plan. The plan should simply state what intervention you'll use to support your mentee, and when. The most useful mentee coaching plans have the components you see on this slide. You can see two blank coaching plan templates on pg. 22-23 of your handouts. We'll use one today during the session and one is for you to bring back to your school to use with your mentee.

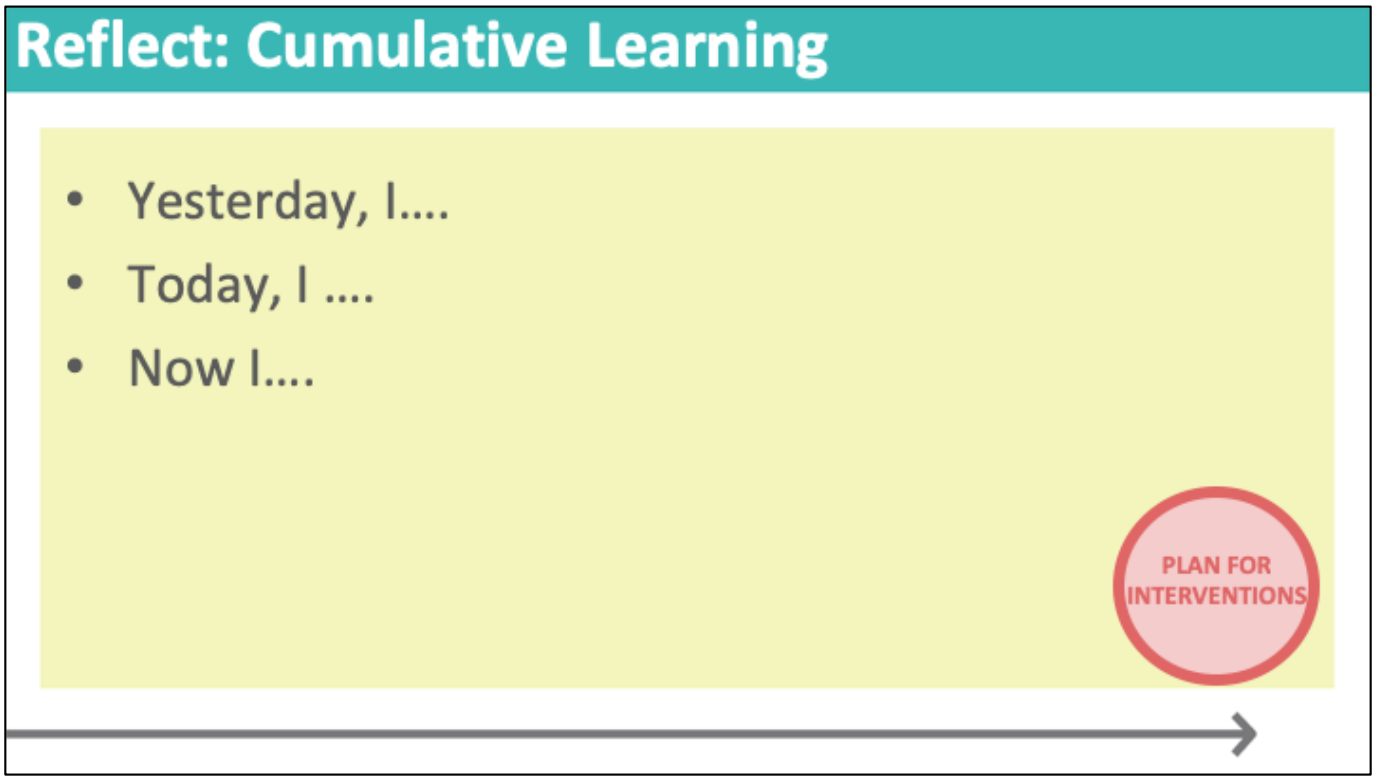
Facilitator Does: Read slide



Duration: 10 minutes

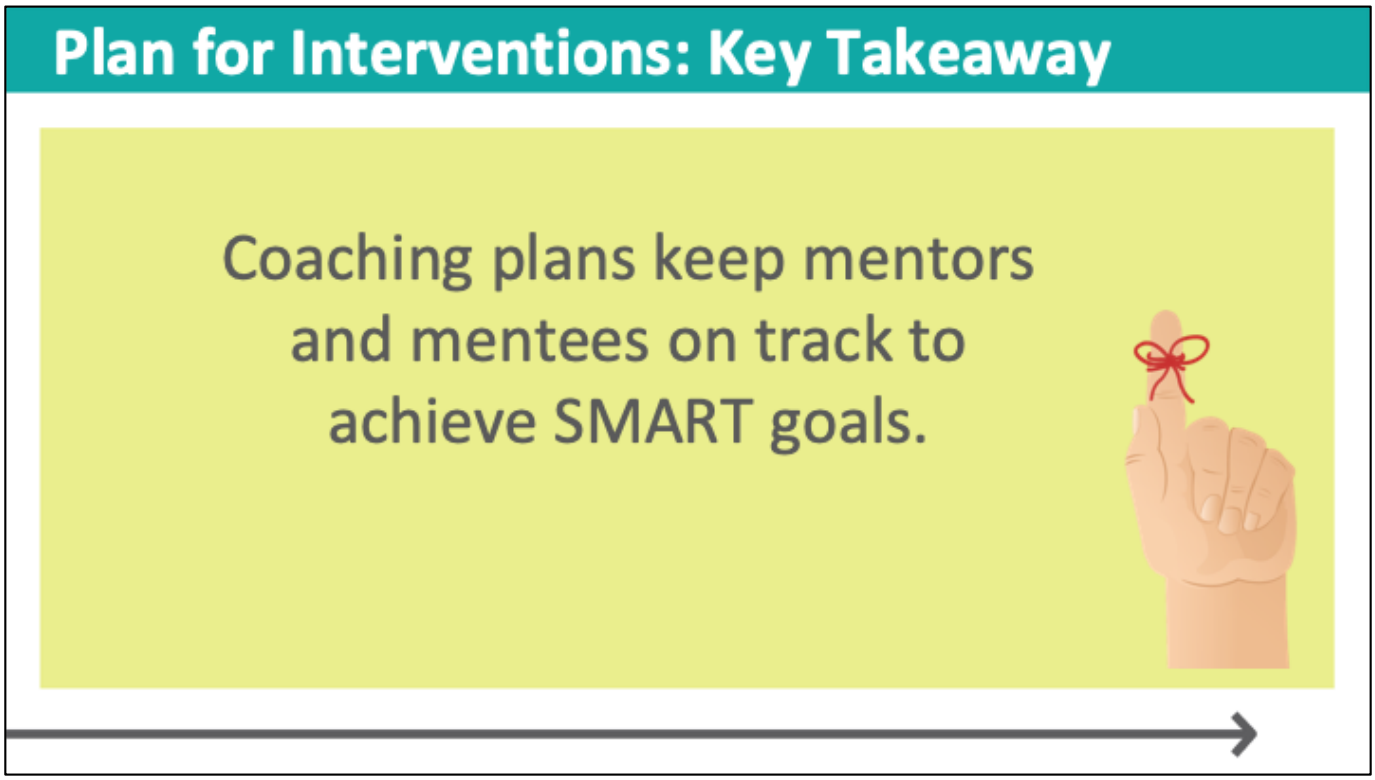
Facilitator Says: So let's try it out. We're going to return to our example scenario - our mentee who is ready to try backwards planning and using the culminating writing task to drive instruction throughout the unit. Using the blank coaching plan template on pg. 22, you are going to meet up with your 6:00 partner to try out writing out a coaching intervention plan. Because this is practice, you'll have the freedom and flexibility to discuss and try out some different formats in your plan in the areas we discussed earlier of location, time, "bite size," and size of group. Remember, we're staying focused on backwards planning from the culminating writing task and co-teaching, but the other variables are things that you can vary. You'll have 8 minutes to try writing this coaching plan out. Go ahead and find your 6:00 partner that you designated yesterday, find a comfortable spot for the two of you to work and get started. You should bring your handouts and any other materials you may need with you as you work.

Facilitator does: Circulate and support as partners are working. Make note of any insightful things that people include in their practice plans, especially if they are trying out things that they plan to use when they return to their schools. Use the last 2 minutes of this section to share out any of these noticings you make.

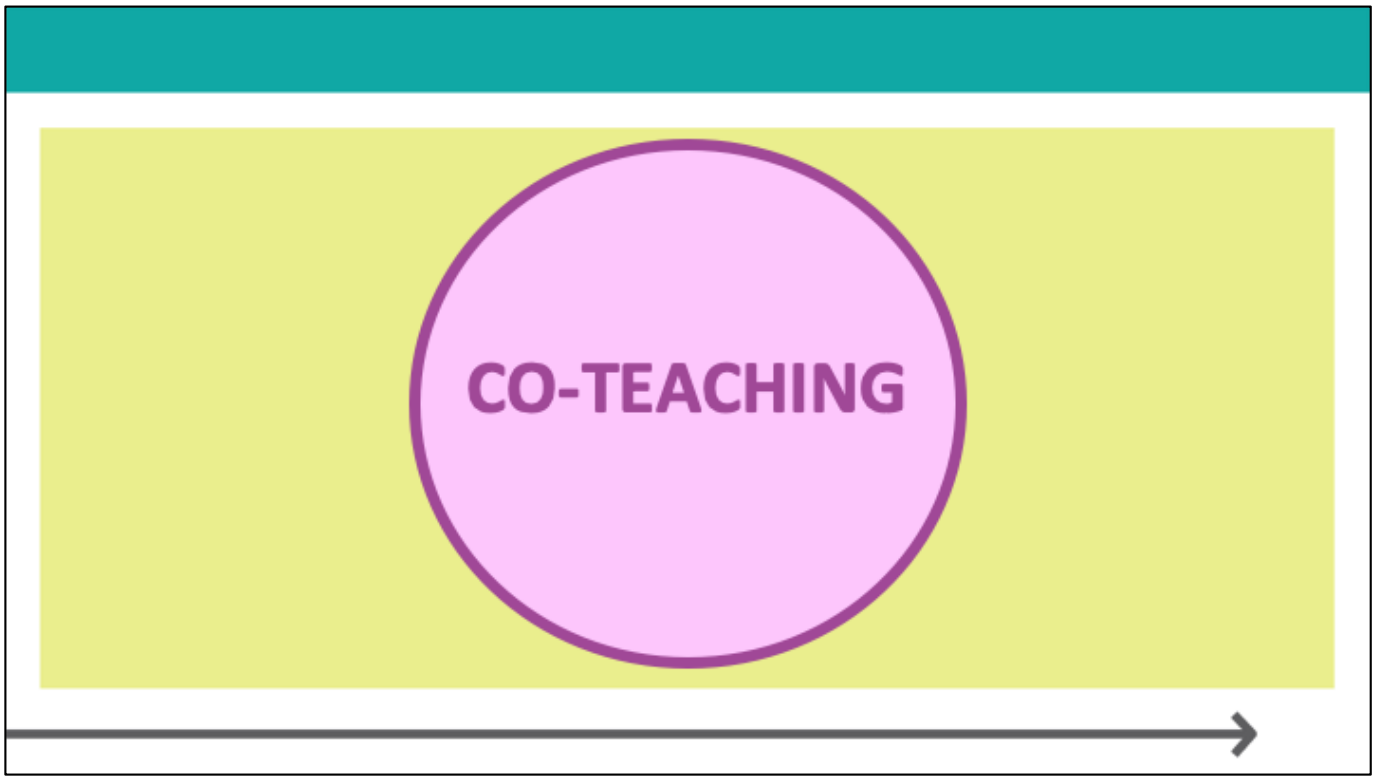


- **Duration**: 3 minutes

- **Facilitator says**: Yesterday was your first time writing a coaching plan. You walked away from that experience with new understandings and knowledge. Today, you got a second chance to practice writing a coaching plan. Take 2 minutes to jot on pg. 24 in your handouts: what did you understand about planning for interventions after yesterday? What new understandings did you add on today? Then put it all together - what is your cumulative understanding of planning for interventions?

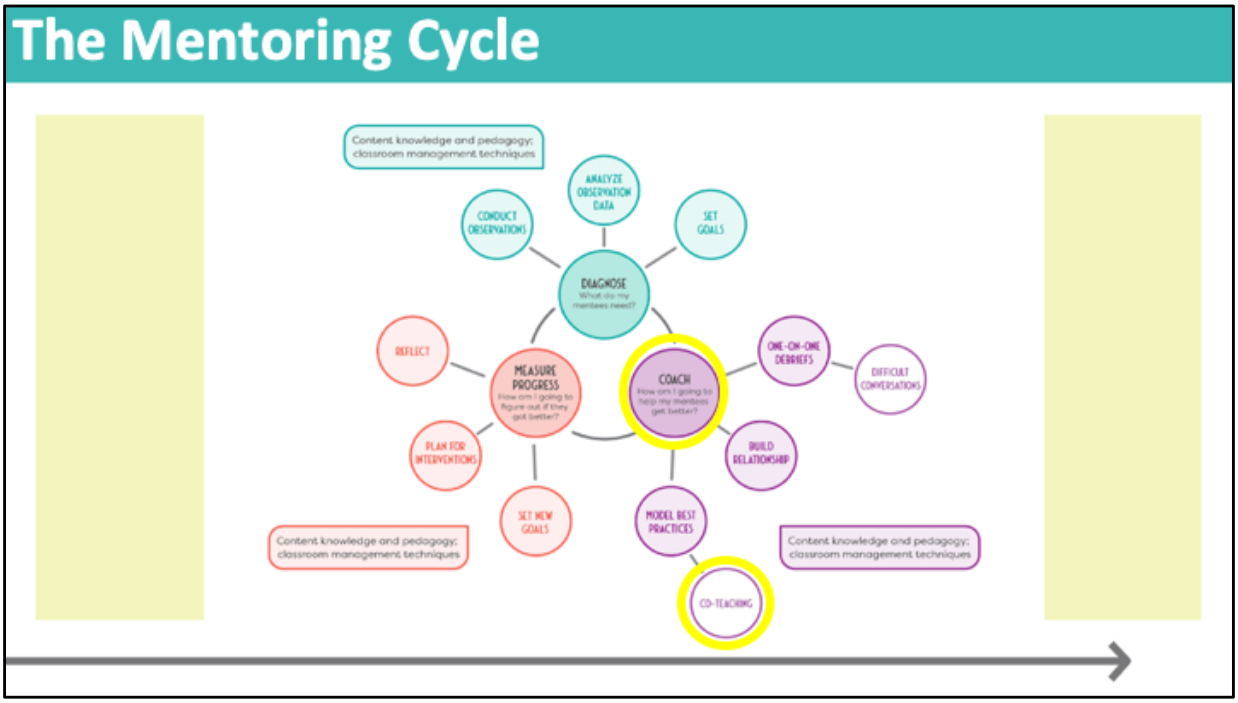


- **Duration**: 30 seconds
- **Facilitator says**: So now you've had two opportunities to practice turning SMART goals into clear and concise coaching plans!
- **Facilitator does:** Read slide

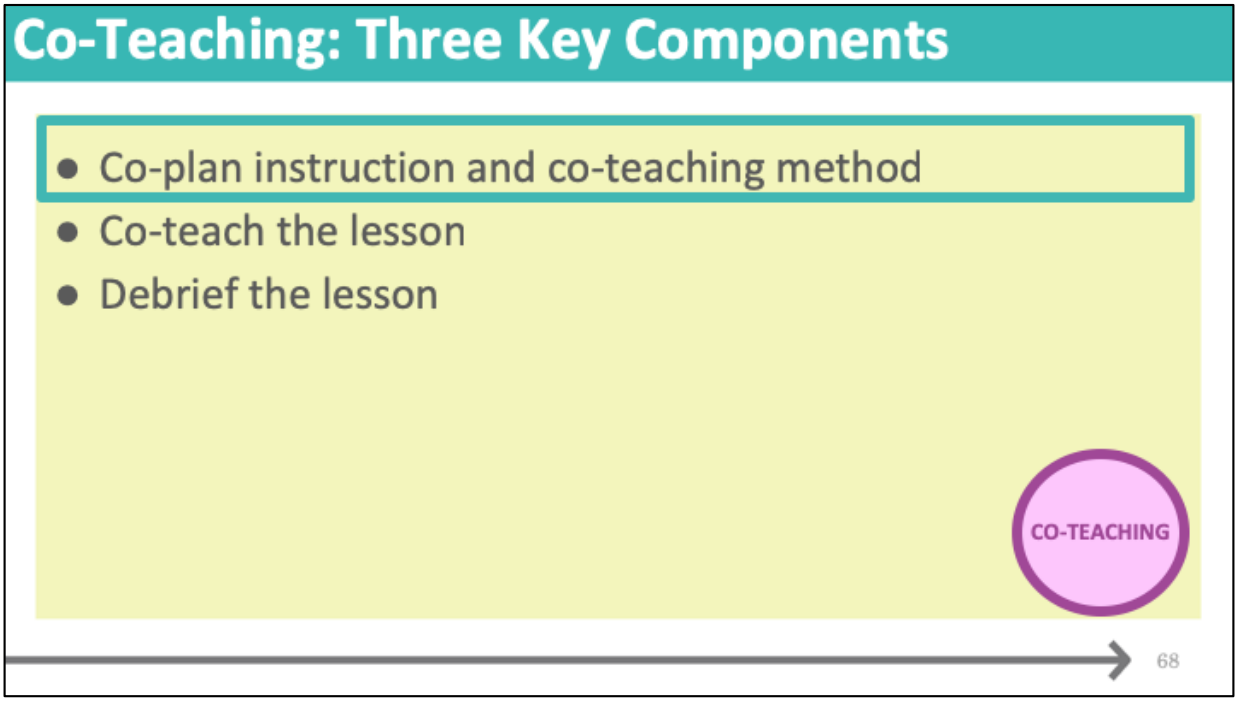


- **Duration:** 30 seconds

- **Facilitator says:** So now that we've practiced writing a coaching plan for co-teaching, let's practice co-teaching to help you feel ready to use this mentoring practice with your mentee.

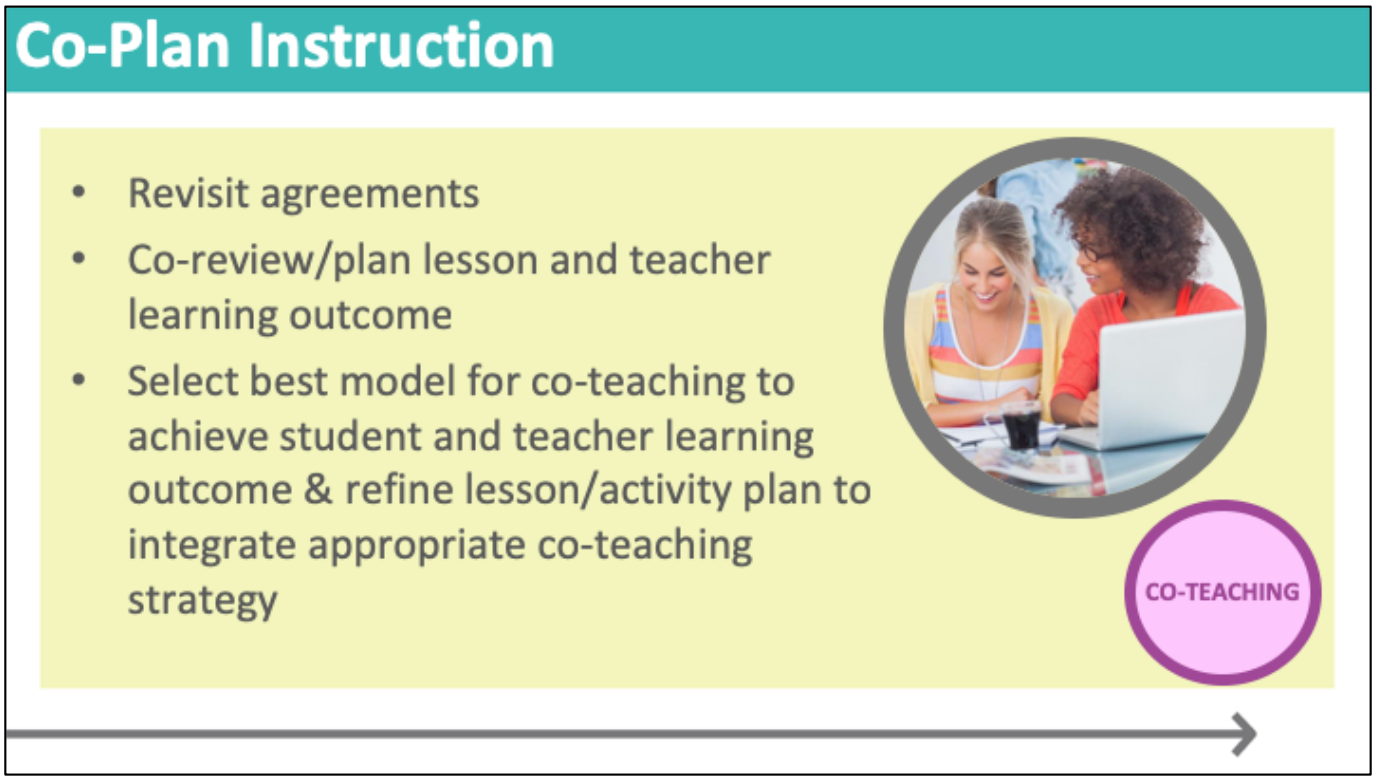


- **Duration:** 30 seconds
- **Facilitator says:** Remember, co-teaching is a way, along with modeling a lesson or activity, to model best practices for your mentee. We'll be focusing on how to engage your mentee in co-teaching to help them achieve their learning goals.



- **Duration**: 30 seconds

- **Facilitator says**: We are going to revisit the 3 key components for co-teaching by diving into each component a little more deeply. Let's start off with co-planning the instruction and co-teaching method.



- **Duration**: 15 minutes

- **Facilitator says**: When you sit down with your mentee to co-plan your co-teaching lesson or activity, one thing you may want to start off discussing is the partnership agreements you have created. Remember, partnership agreements are the mutual agreements that mentors and mentees establish to set parameters for their relationship and collaborative work. In addition to the logistics needing to be discussed and agreed upon, such as when and where the co-teach will take place, there are a few other factors you and your mentee might want to agree upon prior to the co-teach, including handling student behavior issues; what to do if one makes a mistake; interrupting; handling students who are not learning, etc.
- Next, you will want to co-review/plan the lesson or activity and discuss how it relates to supporting the mentee in meeting his or her SMART goal. In sticking with our example from earlier, if the mentee's SMART goal is to backwards plan their next Guidebook unit from the culminating writing task so that she understands what students need to learn in order to be successful and can emphasize those skills in the various unit lessons, you will want to make sure this is the focus of the discussion during the co-planning conversation. And while this specific goal is pretty lofty and refers to an entire unit, the focus of

your co-planning conversation is to zero in on the specific lesson you are getting ready to co-teach and how it supports the overall arching goal. We just reviewed different types of co-teaching - these can be found on page 21 of your handout. During your planning conversation, you and your mentee will want to decide which co-teaching strategy you think will best support student and teacher learning outcomes, and make sure it's explicitly stated in your lesson or activity plan. In sticking with our example, I think team teaching is one way to go for this particular SMART goal. I could see the mentor and mentee really benefiting from the teach, pause, discuss method, especially when it comes to being responsive to the writing the students are producing. This way, as we conference with different students, we can pause and discuss if students are making progress toward the end goals and if not, what needs to occur to support them. We will now do a quick fishbowl of a co-planning conversation so you can see what this looks like in action. Feel free to jot down some observation notes on page 25 of your handout.

- **Facilitator does:** Facilitators model a short segment of a co-planning conversation using the example provided. (Feel free to beef up the script to make it more realistic)
    - *Mentor - "Glad we got to meet this morning to talk about how I can best support you in meeting the SMART goal we came up with based on the observation I conducted and our debrief conversation last week. I've been doing some thinking about your goal, and as you saw in the coaching plan, I think one of the ways I can best support you in reaching it is for us to engage in a co-teaching lesson together. You have a strong understanding of the guidebooks and the skills the students will need to be successful on the culminating writing task, so I think if we were to do some co-teaching this could enhance the teaching of those necessary skills."*
    - *Mentee - "I think I would really like that because there are so many important skills for students to learn in order to be successful on this culminating writing task they are about to start for this unit and some I feel comfortable teaching and some I know are not my strongest areas."*
    - *Mentor - "Sounds great. So per our partnership agreements we set up earlier this year you stated the best time of day to conduct a model, co-teach, or classroom observation is with your third block which starts at 1:00, does that time still work for you?"*
    - *Mentee - "Yes, that works perfectly. And I can still conduct debriefs the following day during my planning time at 10:35am - will that work for you?"*
    - *Mentor - "Yes, I believe I can ask one of my teammates to watch my*

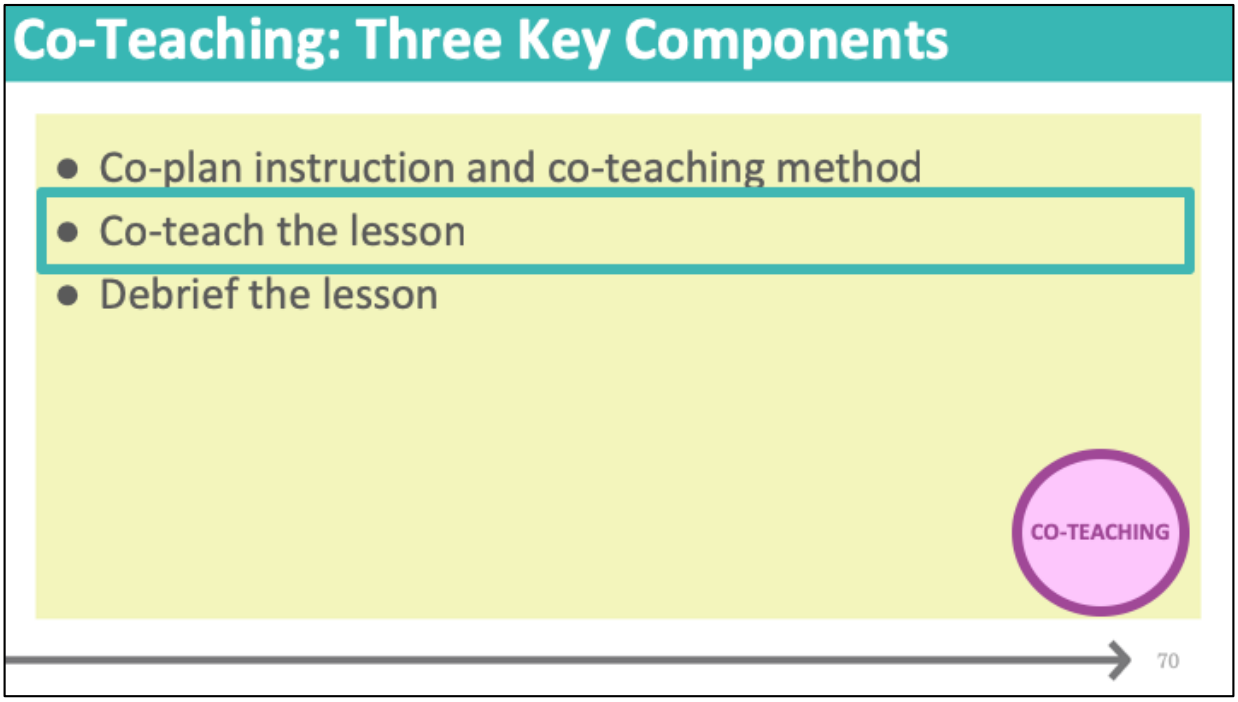
class for 20 minutes at that time while we do our debrief of the co-teach. That will work. So, do you have the lesson plan that we are going to use for the co-teach?"

- *Mentee - "Yes - it's right here. It is from the Guidebooks, Lesson 39 Planning for literary analysis."*
- *Mentor - "Okay great - I've been looking through it a little bit and I think this is one of the first times students are working on the culminating writing task and really examining the rubric that will be used to grade it."*
- *Mentee - "Yes that's right."*
- *Mentor - "So what are you hoping the outcome of this particular lesson is?"*
- *Mentee - "I am hoping they are able to complete the graphic organizer that will help them plan for the writing of their essay. They will really have to demonstrate their understanding of character development from the story."*
- *Mentor - "Have you thought about at all which co-teaching model will work best for this particular lesson? I have some ideas, but wanted first to see if you did as well?"*
- *Mentee - "I'm not really sure, I know there are so many different types of co-teaching, but I am not sure what would work best here."*
- *Mentor - "Well, one of those skills that students need to learn in order to be successful at the culminating writing task is providing supporting evidence from the text to support their points and as we've talked about in previous conversations I believe that is where you've said you struggled a bit… But I've also seen you be super successful in setting up the lesson, providing the right structures when students engage and partner work, and providing support as students work. So I think for this particular lesson it would work best if we use a jigsaw method, where I take the lead on some parts of the lesson and you take the lead on other parts. What do you think?"*
- *Mentee - "I think that sounds great. And please definitely feel free to chime in on anything that is designated as "my part" that you think could be explained in a different way to support understanding."*
- *Mentor - "Same goes for you! So how about we go through the lesson plan together and start discussing who should take the lead on which particular part and talk through the implementation of the co-teach?"*
- *Mentee - "Sounds great…"* ***[Explain to participants that this was just a small segment of a co-planning conversation and that the mentor and mentee would now take time to really go through the lesson plan with both the SMART goal and the co-teaching method in mind and discuss implementation of the lesson in further detail.]***

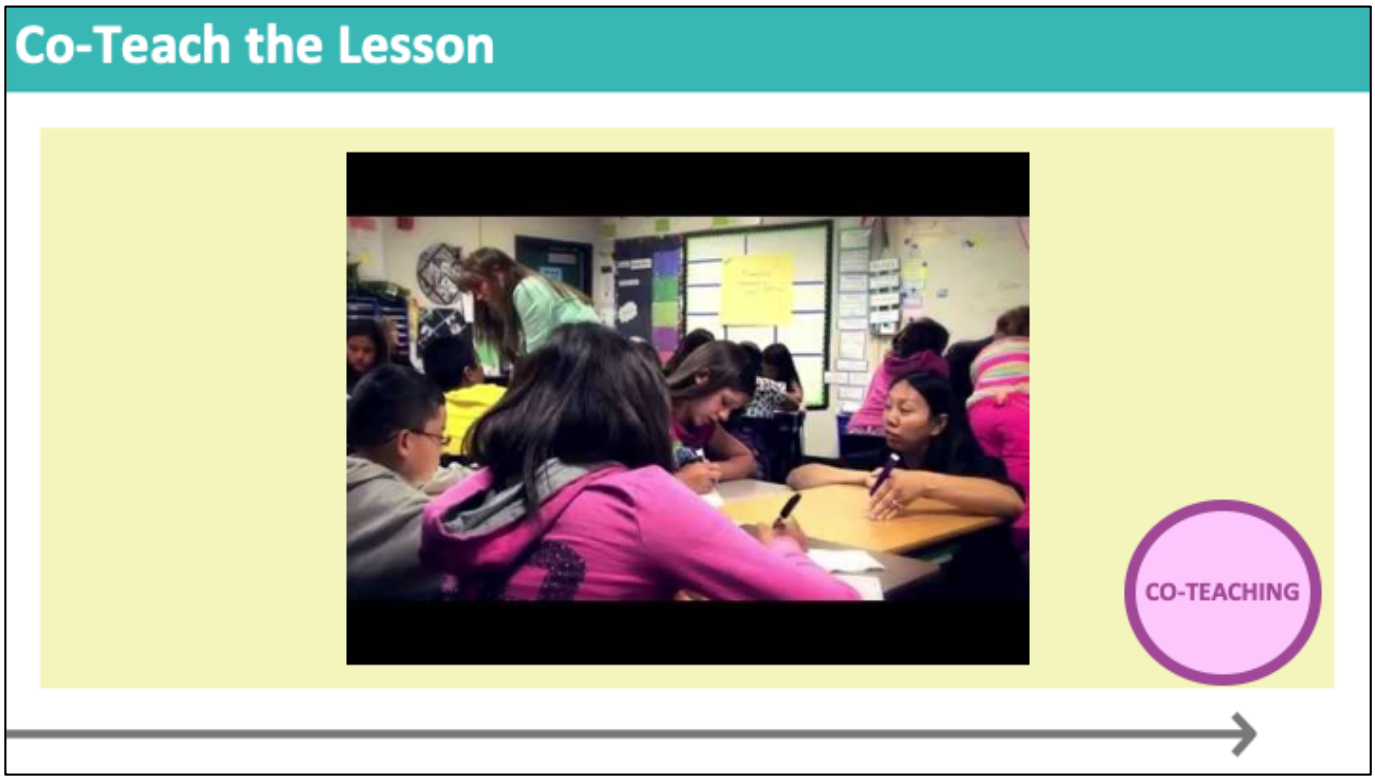
- **Facilitator says:** Now we want to give you the opportunity to role-play a short segment of a co-planning conversation with a partner based on the intervention we just created. You will meet up with your 9:00 partner to engage in this role-play. Once you connect with your new partner, decide which one of you will be Partner A and which will be Partner B. Partner A will start off playing the role of the mentor and Partner B will be the mentee. You will have 5 minutes to engage in a practice co-planning conversation using the same SMART goal we've been discussing. Since there are multiple components to working toward this SMART goal, this gives you the opportunity to practice a similar conversation to what you just observed or take it in a different direction. After 5 minutes we will have you switch roles and Partner A will become the mentee and Partner B the mentor and they will have the chance to practice this type of conversation as well. We know this may feel awkward at first, but engaging in this practice is important so you will feel better prepared in engaging in this type of conversation in real life with your mentees.

- **Facilitator does:** Circulate as participants are practicing their co-planning conversations, providing feedback and support where necessary. After 5 minutes, indicate to the group to switch roles to allow both partners to have the opportunity of playing the role of the mentor and mentee.

- **Facilitator says:** Now that you've had some time to practice co-planning instruction, let's move on to the next key component. You will stick with your 9:00 partner for the next part, so everyone stay put.



- **Duration**: 30 seconds
- **Facilitator says**: After you've co-planned the instruction and chosen the co-teaching method, it is now actually time to engage in the co-teaching of the lesson, our second key component.



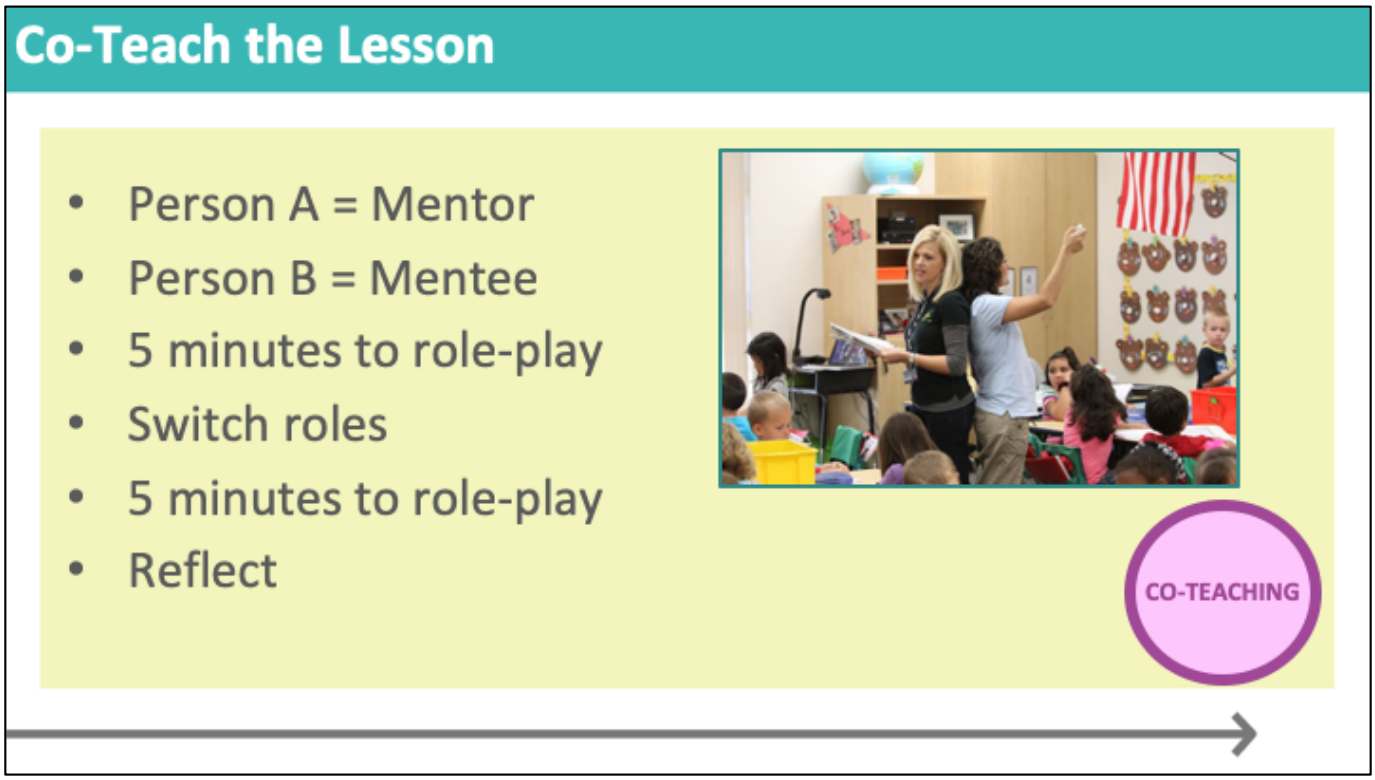
- **Duration**: 8 minutes

- **Facilitator says**: This video is a great example of team teaching in action, one of our co-teaching models we've been discussing. The video also interviews the mentor and mentee teachers so they can share the benefits of team teaching and why they both see it being a powerful and impactful learning experience for them and their students. As you watch the video, take note on the benefits of team teaching that they share.

- **Facilitator does:** Play the video. It is about 4 minutes long. Participants can take notes on page 31 of handout if they'd like.

- **Facilitator says:** With a shoulder partner, take 2 minutes to share what you heard about some of the benefits of the team teaching model.

- **Facilitator does:** Circulate to listen in on conversations. After 2 minutes, have a few participants share out some of the benefits they heard in the video with the whole group.

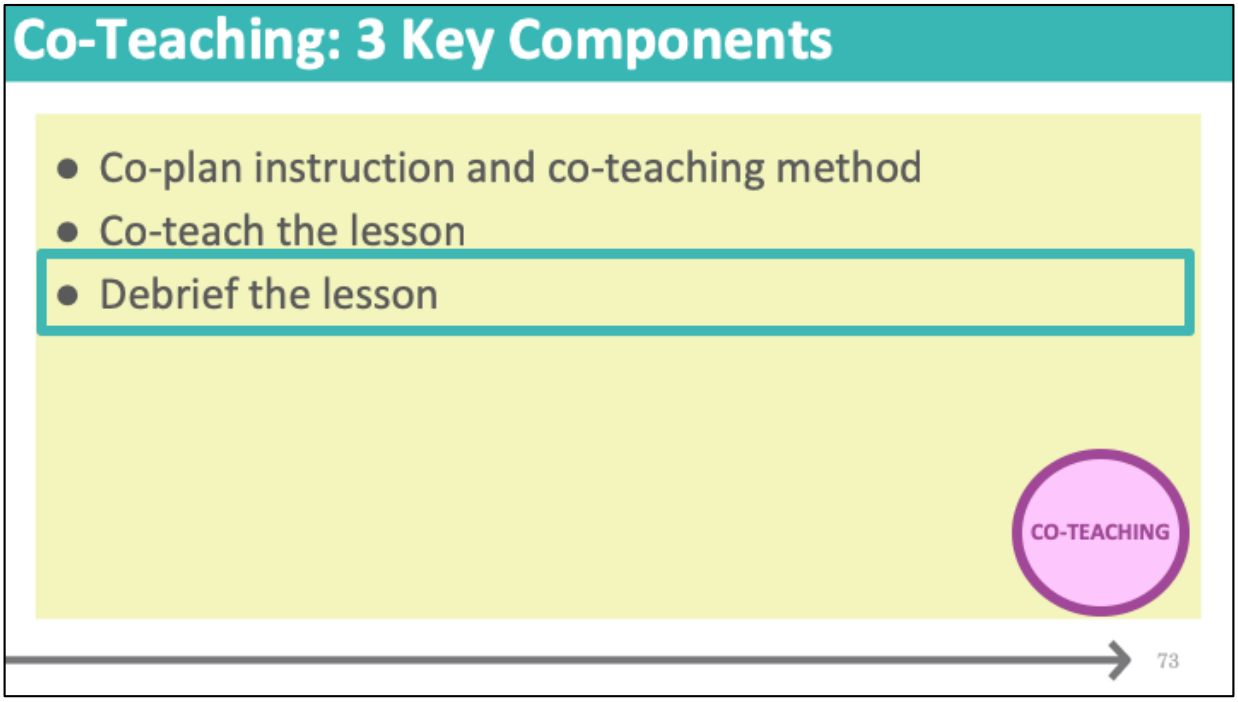


- **Duration**: 15 minutes

- **Facilitator says**: Now that you've practiced co-planning a co-teaching lesson, and you've seen some great examples in the video we just watched, we want to give you some time to role-play just a short segment of a co-teaching lesson with a partner. We are going to stick with our same scenario from earlier that you've already "co-planned" with your 9:00 partner. Remember the lesson plan is in your handouts starting on page 35. Decide which partner will be person A and which will be person B. Person A will play the role of the mentor and person B will be the mentee for this first round. You will only have 5 minutes to role-play so try not to overthink it. Remember, you want to work off of the plan you already created during the co-planning conversation role-playing. Do your best to envision you both in a classroom, with students in front of you. After 5 minutes, I'll let you know it is time to switch roles - partner B becomes the mentor and partner A the mentee. Feel free to continue on from where you left off but just in the switched roles, or start over from the beginning in your new roles. I'll leave that decision up to you and your partner.

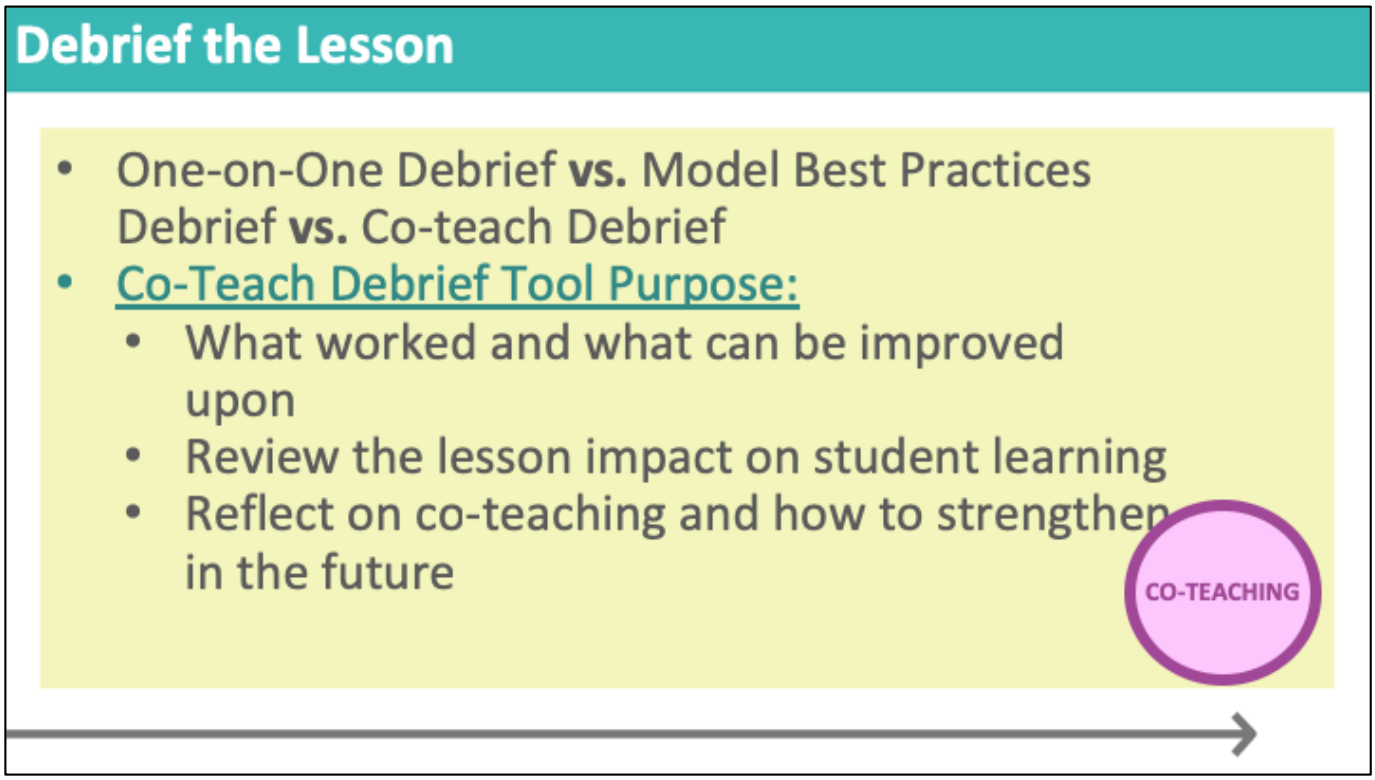
- **Facilitator does:** Start the 5 minute timer. Circulate to listen in on the role-playing jotting down some feedback notes to share with the whole group later. After 5 minutes, inform participants they should switch roles and restart your timer. Afterwards, share some of the positive things you observed as you circulated during the role-playing with the whole group. Then pose one final question to the group and have a few participants share out.

- **Facilitator says:** What are you most looking forward to when it comes to co-teaching with one of your mentees?



- **Duration**: 30 seconds

- **Facilitator says**: The final key component of co-teaching is to debrief the lesson following the co-teach lesson. This process is very similar to debriefing the lesson after the modeling of a lesson or activity, which we discussed and practiced yesterday so hopefully this next part sounds and feels familiar.



- **Duration**: 3 minutes

- **Facilitator says:** So far we've talked about two different kinds of debrief conversations. We've learned about the one-on-one debrief, where the purpose is to identify and finalize the 1-2 SMART goals with your mentee as a result of what you saw during the classroom observation. Then yesterday we learned about and practiced using a model best practices debrief template to engage in reflection with your mentee following a model lesson or activity. Today's debrief for a co-teach will be very similar to the debrief for modeling. This type of conversation happens a little more organically. It only has space for some pre-planned questions and a spot to take notes during the conversation. Like the other types of debriefs though, you don't want more than 48-72 hours to pass between the lesson and the debrief because you want the lesson to be fresh in your and your mentee's memory.
- The purpose of the co-teach debriefing tool is to:
    - Discuss what worked well during the lesson and what could be improved upon next time you co-teach a lesson or activity
    - Review the lesson impact on student learning - this may include examining some student work that resulted from the co-teach
    - Reflect on the actual co-teaching experience and discuss ways to strengthen it in the future.

Debrief Tool

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

- **Duration**: 8 minutes

- **Facilitator says**: In your handouts on page 32, you will find a debrief tool that can be used following a co-teaching lesson or activity. Take two minutes to look it over.

- **Facilitator does**: Allow 2 minutes for participants to read over the co-teaching debrief tool.

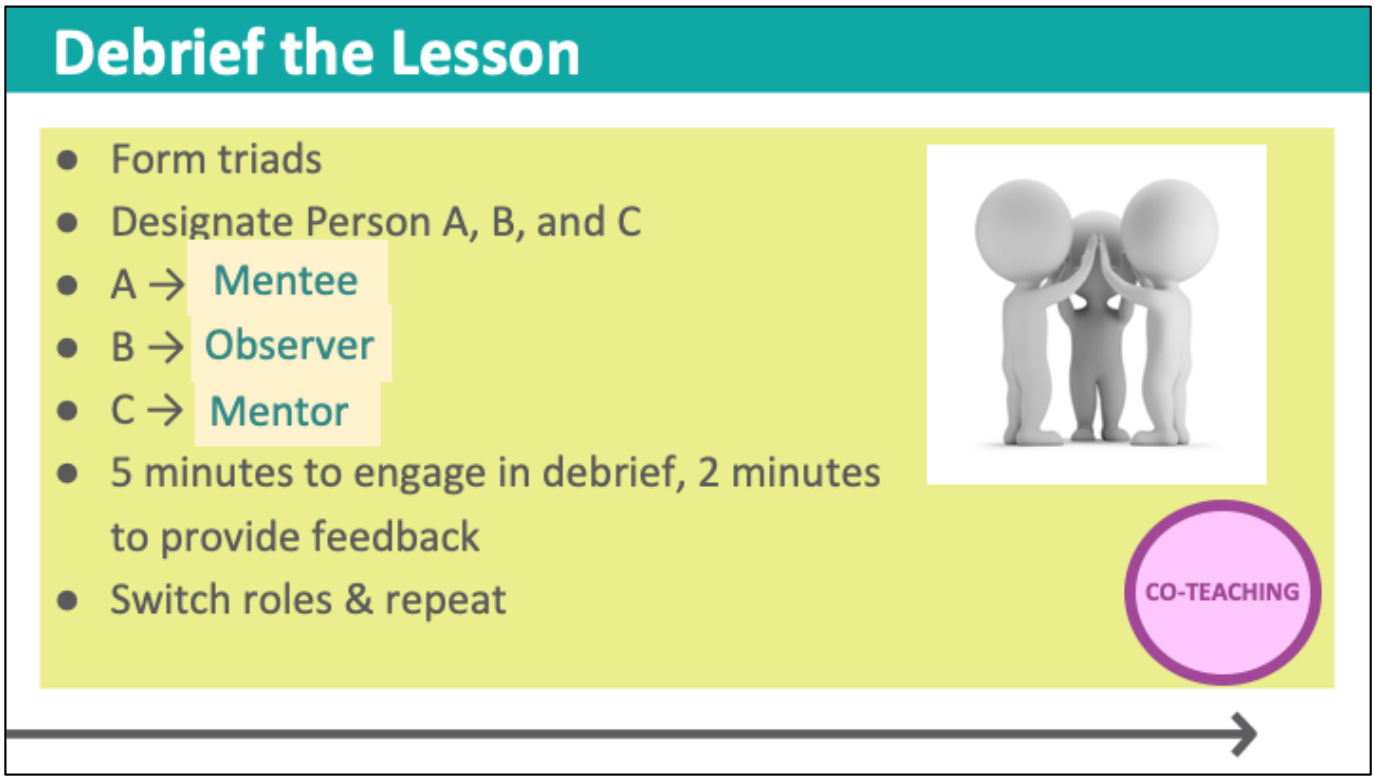
- **Facilitator says:** We are going to fishbowl a short segment of a debrief conversation using this tool as our guide. Feel free to jot down notes of what you see us doing during the model in the meeting notes section. We are going to stick with the example we've been using throughout this section of the training. We've co-planned, co-taught, and now we are debriefing how the lesson went.

- **Facilitator does:** Facilitators model a short segment of a debrief conversation using the example provided. (Feel free to beef up the script to make it more realistic)
    - *Mentor - "Thanks for taking the time to meet with me. I had a great time co-teaching with you in your classroom and now just want to take*

some time to debrief about how it went and hopefully some new learning that occurred for you during this process."

- *Mentee - "Yeah I really enjoyed co-teaching with you as well."*
- *Mentor - "So how do you think the co-teach lesson went overall?"*
- *Mentee - "Well I really enjoy co-teaching. It was nice to have another adult in the room to bounce ideas off of in real time and to have that in the moment support when working on this goal. Overall I was very happy with the lesson. I feel like the students were able to develop a strong understanding of the character development from the story that will ultimately help them with the culminating writing task."*
- *Mentor - "That's great! I agree - I feel like the students did a great job working together. What do you think was most effective about us team teaching that directly impacted student learning and your teaching practices?"*
- *Mentee - "I really liked how we had the lesson divided up ahead of time because I knew exactly what areas I needed to focus on. I also liked how I got to see you in action working with the students on highlighting the evidence to support the points they were making in their graphic organizers. I gained some new ideas on how to support students with this skill in future lessons."*
- *Mentor - "That's wonderful! I also thought you did a great job setting the expectations for the students so everyone knew exactly what their job was as they worked with their partners on the activity. Is there anything looking back, that you would change or modify about how the lesson went?"*
- *Mentee - "Hmmmm, let me think for a minute. Maybe the pacing. I think because there was two of us teaching sometimes we took longer to explain things cause we continued to bounce ideas off of each other and therefore lost track of time a little bit and had to rush at the end of the lesson."*
- *Mentor - "I agree with you on that point. If we do another co-teach together, which I hope we do, this is something we can both work on together. So what are your top take-aways from this co-teaching experience?"*
- *Mentee - "Well, obviously one of the most important skills students need in order to be successful on the culminating writing task is supporting their answers with evidence. I found that my students are great at expressing their ideas, but sometimes need additional help with finding the supporting points from the text and working that into their writing as well."*
- *Mentor - "So is this something you plan on continuing to focus on during the remainder of this unit?"*

- *Mentee - "Definitely."*
- *Mentor - "How can I support you as you continue working on this goal?"*
- *Mentee - "I think I would like you to come observe me again on the next lesson that focuses on finding evidence to support their writing points. I'd like to get your feedback on how I do teaching a lesson focused on that on my own. The next couple of lessons I feel good about because they are really focused on writing conventions which I believe is a strength of mine."*
- *Mentor - "I can definitely do that, just let me know when that particular lesson is coming up in your scope and sequence and we will see what we can work out in our schedules."*



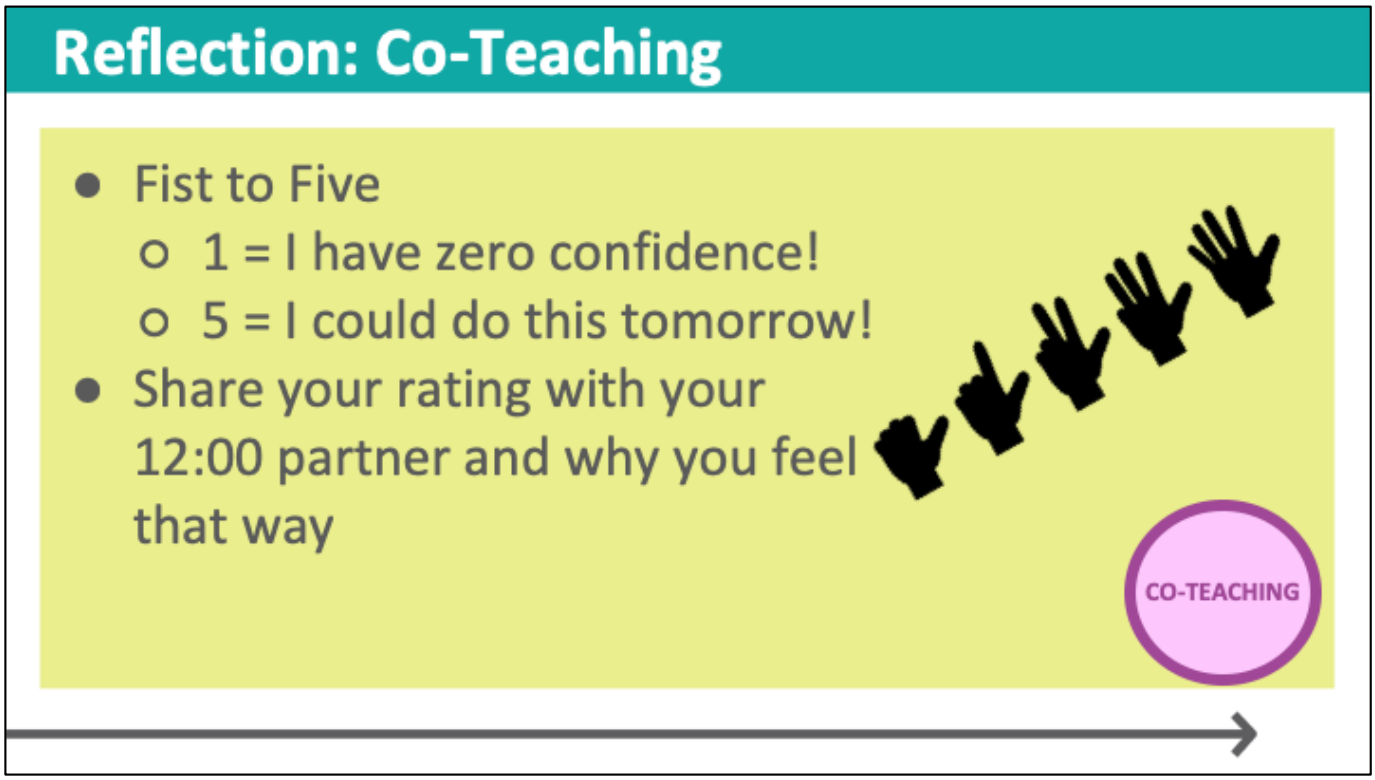
NOTE: THE SLIDE INCLUDES ANIMATIONS - THE TEXT IS NOT MESSED UP ON THE SLIDE!

- **Duration**: 20 minutes

- **Facilitator says:** Now we want to give you all the opportunity to role play a short segment of a debrief conversation. For this role play, we are going to pretend that yesterday you engaged in the co-teach lesson we've been referring to all afternoon. So your debrief conversations will be in reference to that particular goal with that lesson. To engage in this role-play, you will work in triads. In your triads, decide who will be person A, B, and C. For the first rotation, person A will act as the mentor, person B will act as the mentee, and person C will be an outside observer providing feedback on how the mentor does during the role play practice. The person playing the mentor will facilitate the debrief conversation using the debrief tool on page 32 of your handout. The person playing the role of the mentee should do their best to be a thoughtful, reflective classroom teacher to make this experience more authentic. The person playing the observer should make notes on how the mentor facilitates the conversation that supported the mentee's thoughtful responses to the questions. Feel free to jot notes to provide specific examples to the mentor about how the behaviors, questioning, paraphrasing, etc. supported the mentee's success. Everyone will have 4 minutes to engage in

the debrief conversation, followed by 2 minutes for the observer to provide feedback on how it went. We will then switch roles twice, so everyone can have an opportunity to be in each role. What questions do you have? (answer any clarifying questions needed). Go ahead and form your triads, and set up 3 chairs together for you all to sit with one another. Once I see everyone is set up and ready I will start a 4 minute timer.

- **Facilitator does:** Once you see everyone in their triads ready to start, make an announcement to begin the role-play. After 4 minutes ask everyone to stop and give observers 2 more minutes to provide feedback to their partners. After the 2 minutes are up, ask everyone to rotate to a new role. **Animate the slide to change the roles on the screen** (i.e. Person A becomes observer, Person B becomes mentor, and Person C becomes mentee) and restart the timer for 4 minutes. After 4 minutes, allow 2 more minutes for observers to provide feedback. After 2 minutes, have everyone switch roles one last time. **Animate the slide to change the roles on the screen** (i.e. Person A becomes mentee, Person B becomes observer, and Person C becomes mentor).



- **Duration**: 5 minutes

- **Facilitator says:** Now that we've gone through all 3 key components of co-teaching, I want you to give yourself a rating using a fist to five rating on how prepared you are feeling to engage in a co-teach lesson or activity with your mentee - if you give yourself a 1 this means you have zero confidence, all the way up to 5 being you could implement this tomorrow. **Pause for a few seconds for participants to rate themselves.** Now I would like for you to meet back up with your 12:00 partner from yesterday. Once you find your partner you will have 2 minutes to share your rating and why you feel this way.

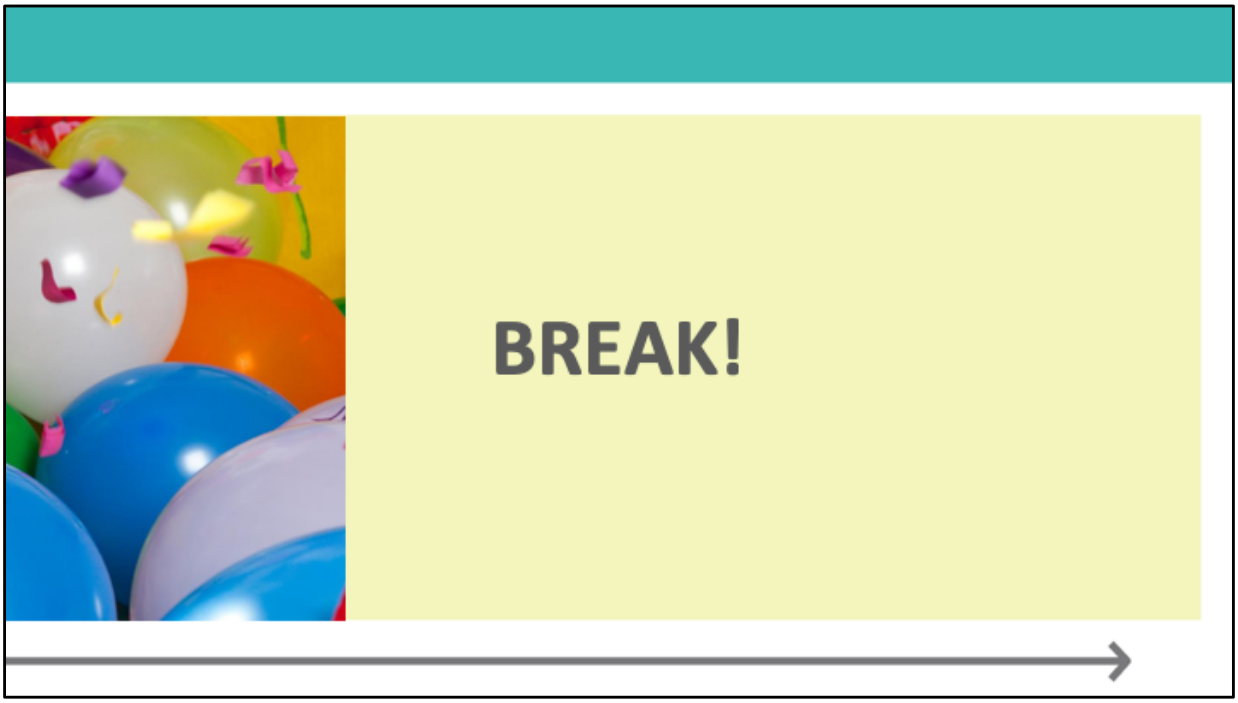
- **Facilitator does:** Circulate and listen in on conversations. After 2 minutes invite a few different participants to share out with the whole group - try to call on participants with varied rating levels. Ask everyone to return to their seats.

Co-Teaching: Key Takeaway

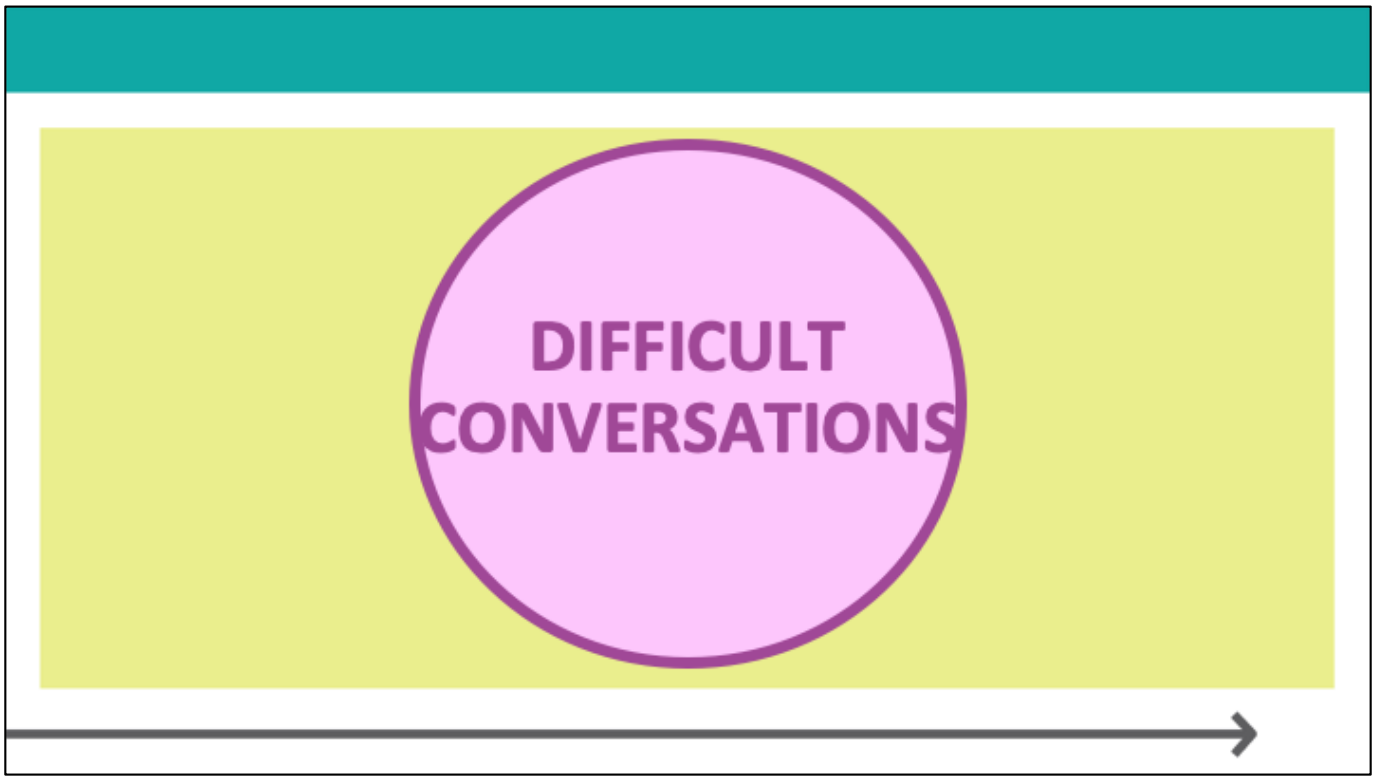
Mentors use co-teaching to demonstrate growing confidence in mentees and support achievement of their SMART goals.

- **Duration**: 1 minute

- **Facilitator says**: As we bring this section of our training to a close, here is the key takeaway: Co-teaching is an effective method for modeling best practices for a mentee. Take one minute to discuss any final thoughts regarding this key takeaway with a shoulder partner.

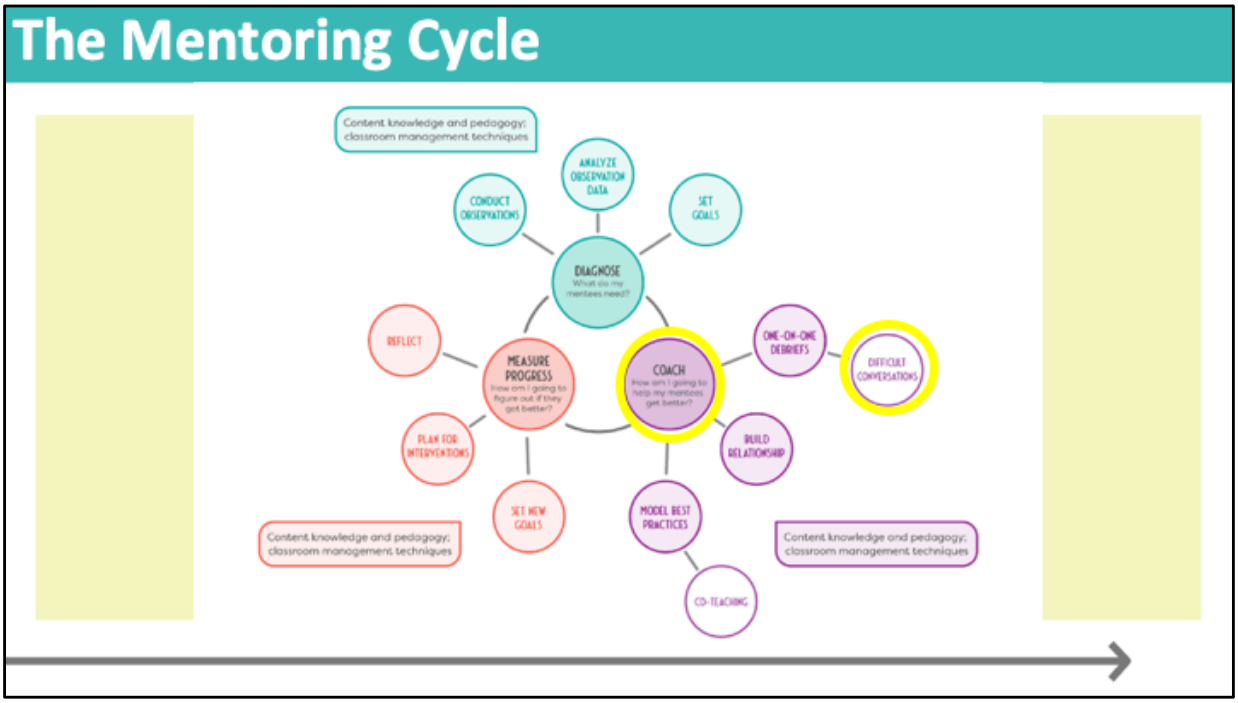


- **Duration**: 15 minutes (2:15 – 2:30)



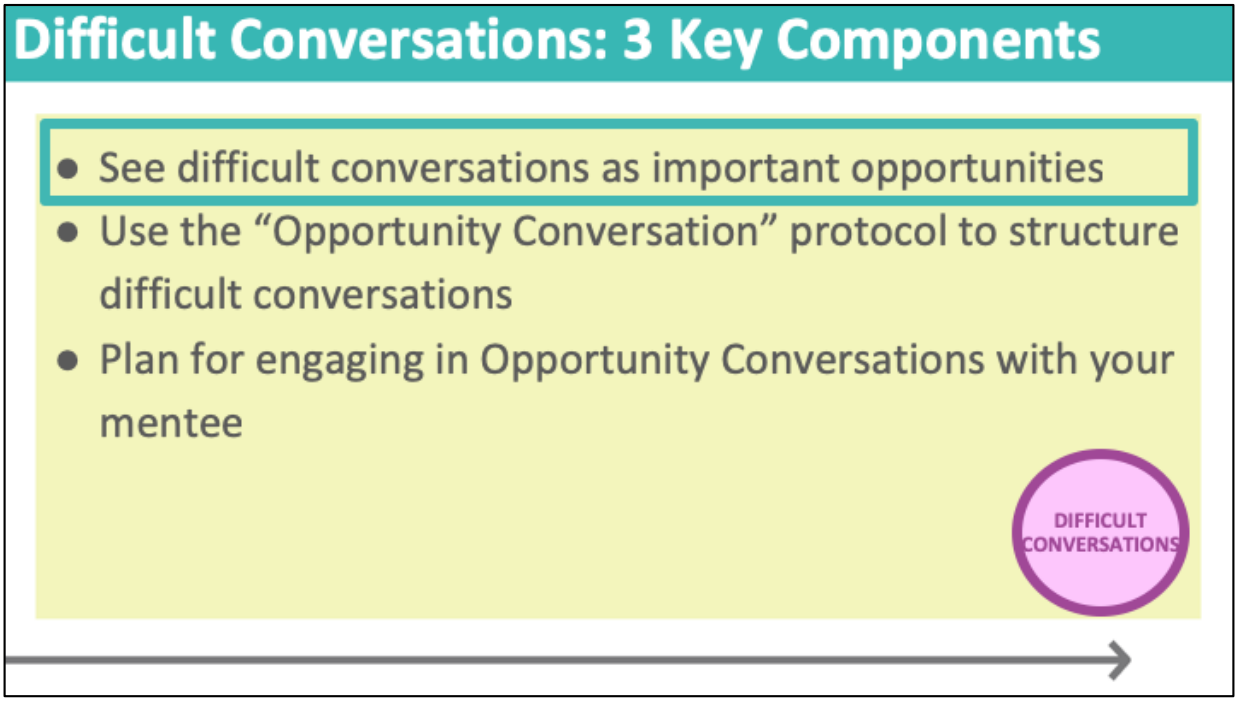
- **Duration:** 1 minute

- **Facilitator says:** Welcome back from the break. We just finished diving into co-teaching as our second method for providing interventions to our mentees. We're now going to return to a topic that first came up when we were together last time - difficult conversations. This was an area that folks brought up as an area of concern at the end of module 5. When we were discussing your concerns about leading one-on-one debriefs, several people shared in their partnerships that they were worried that they'd have debrief conversations that are difficult. That's a very real concern -- discussing growing and changing can be difficult. We promised we would be returning to this topic once the school year was underway and you had some conversations with your mentees under your belts. So let's dive into that now. We'll be practicing a protocol you can use with your mentee when you find yourself having a difficult conversation.

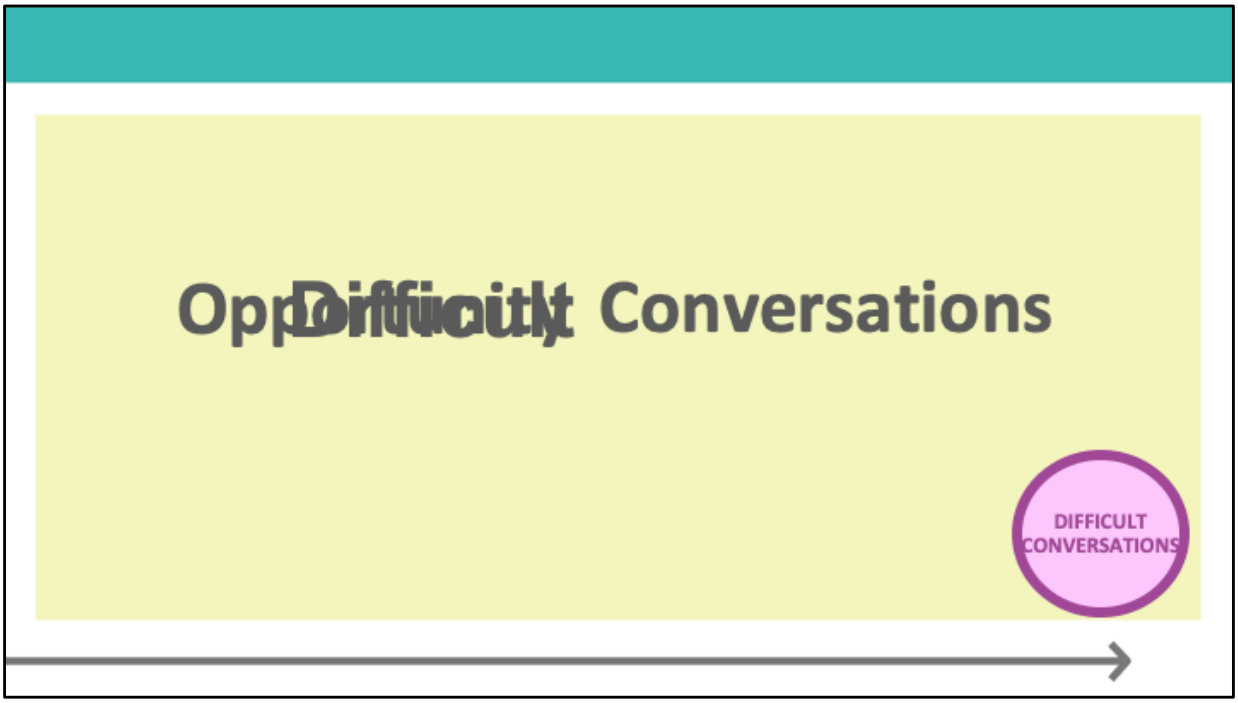


- **Duration:** 1 minute

- **Facilitator says:** Difficult conversations are a part of the coaching section of the mentor cycle. They may come for you or may have come up when debriefing with your mentee. Note that they may come up at other times as well, and so what we're practicing today should feel widely applicable to your work as a mentor - and potentially outside of your work as a mentor as well!



- **Duration**: 1 minute
- **Facilitator says**: There are 3 key components we'll be focusing on with difficult conversations
- **Facilitator does:** Read slide

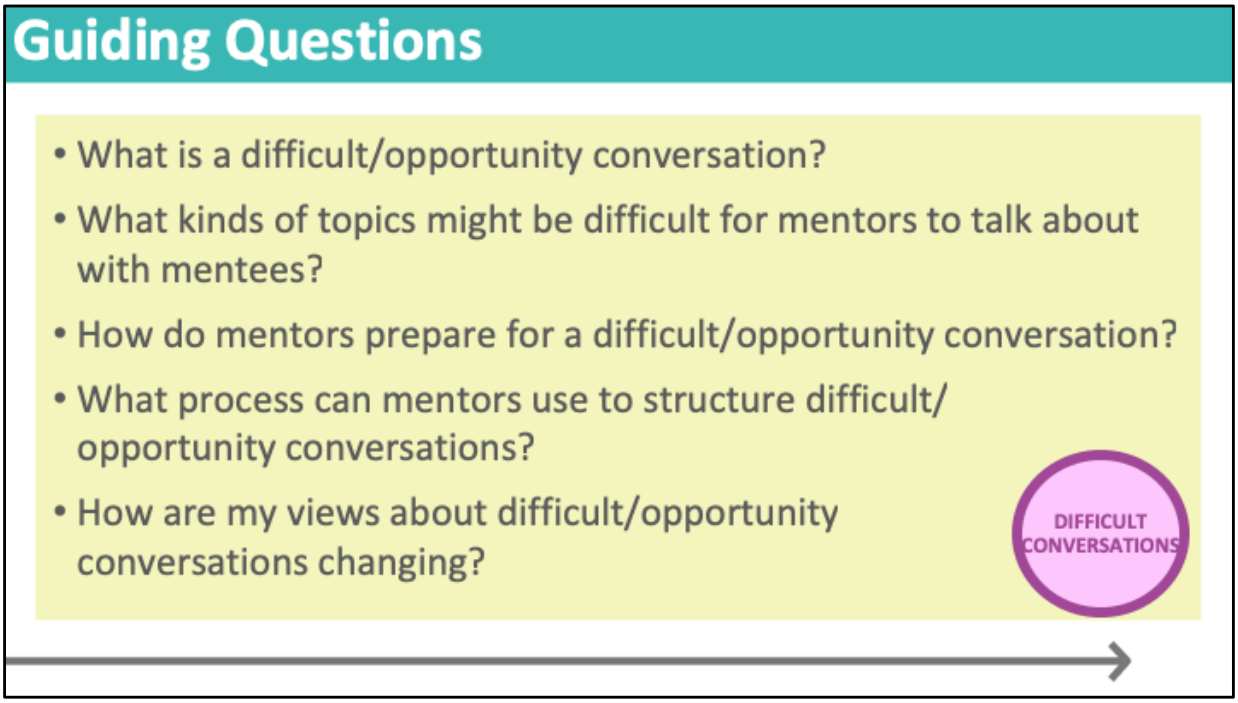


Duration: 1 minute

Facilitator says: So when we say "difficult conversation," I am sensing that everyone immediately got a picture in their heads of the kinds of conversations I'm referring to. Before we share about those thoughts, I want to pause and help us frame how we're thinking about these conversations. Sometimes by labeling these conversations as difficult, we set ourselves up for a negative response and for assuming things won't go well. So I'd like to encourage us to try to call them opportunity conversations. When an understanding and processes are in place, difficult conversations can begin to lose the feeling of being difficult and begin to look and feel like opportunities for clarity, deeper understanding and appreciation, and consensus. These conversations can provide you, the mentor, with an opportunity to tackle issues, build self-efficacy, and maintain trust.

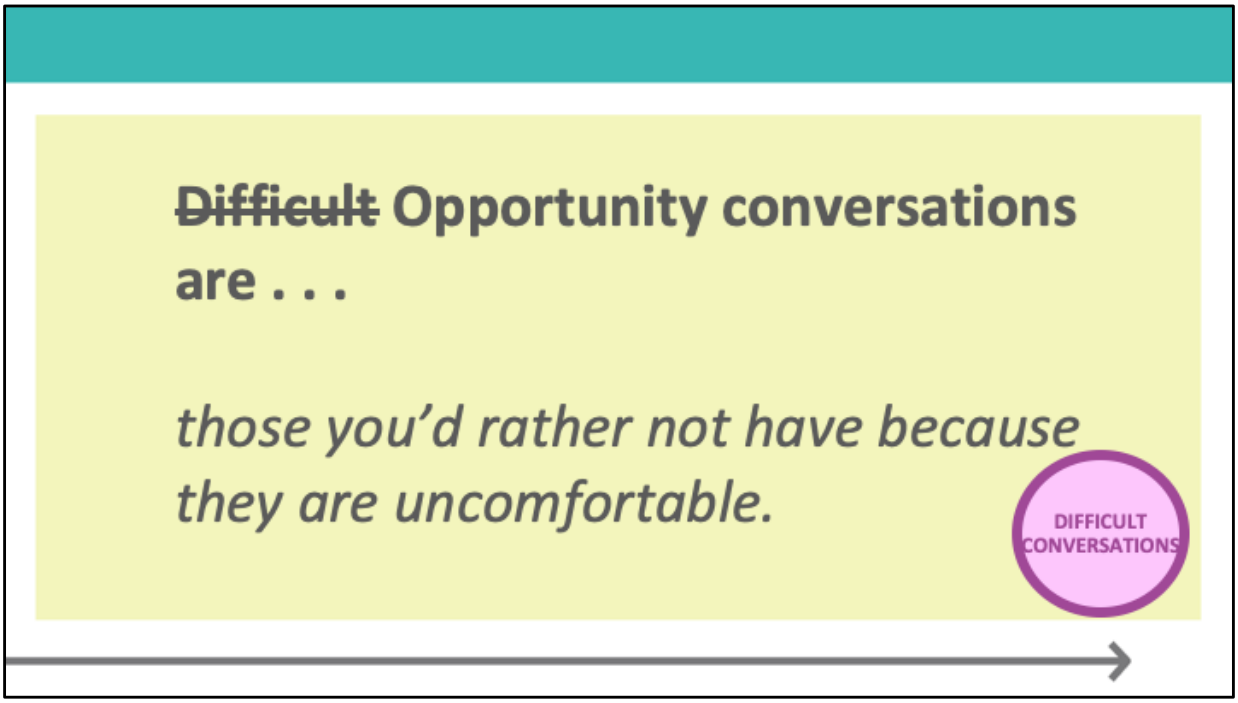
Facilitator does: Animate slide to replace Difficult with Opportunity.

Facilitator note: DO NOT CHANGE SLIDE! IT IS ANIMATED FOR EFFECT.



●**Duration:** 1 minute

●**Facilitator says:** The guiding questions we will answer about difficult conversations are on p. 33. Take a minute and read through them. Tell the person sitting next to you which questions are most interesting to you.



Duration: 5 minutes

Facilitator says: What is a difficult/opportunity conversation? Think of a conversation that you have had that you'd classify as this type of conversation and tell your teammates what makes it, in your mind, a difficult/opportunity conversation. This can be a conversation from any area of your life.

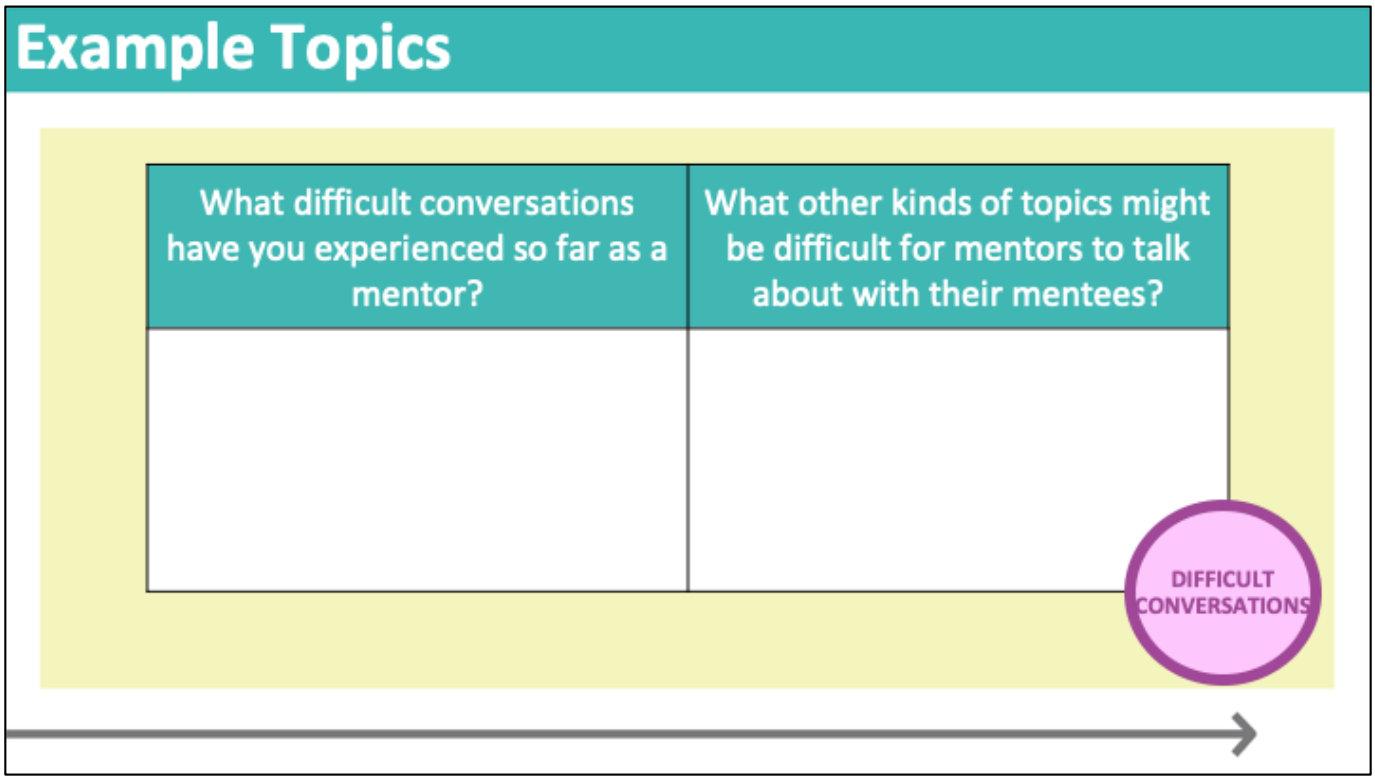
Facilitator does: Give teams 2 minutes to share features of a difficult conversation at their tables; listen in.

Facilitators says: So we know that these kinds of conversations exist in pretty much every facet of our lives. Let's now reflect specifically about our role as mentors. What qualities make a mentee/mentor conversation difficult?

Facilitator does: Give teams 2 minutes to share features of a difficult mentee/mentor conversation at their tables; listen in. Then share a few from the whole group.

Facilitator says: Our simple definition of a difficult conversation is on p. 33.

Facilitator does: Animates the slide to show the definition.



Duration: 5 minutes

Facilitator says: In your packet on pg. 33 is a table that looks like this slide. With your table, please discuss: What difficult conversations have you experienced so far as a mentor? What kinds of topics might be difficult for mentors to talk about with their mentees? What are the kind of things you didn't want to talk about because they were uncomfortable, or could you imagine you wouldn't want to talk about because they're potentially uncomfortable?

Facilitator does: After 3 minutes, randomly call on individuals, being sure to distribute responses widely around the room. Gather several ideas.

Facilitator says: The tricky thing about difficult conversations is that what may seem difficult for one person to talk about would not be difficult for another person. But we've got a good range of lots of different conversations that could potentially be difficult as mentors.
One other thing to remember is that if the partner in the conversation changes, you may no longer consider the topic difficult. You can imagine all kinds of situations like that—what you talk about with a significant other, for example, might not be as easy to talk about with a colleague at work, or vice versa. All the factors you mentioned earlier influence what is perceived to be difficult, yet the most influential one is the

safety or perceived risk in the conversation. If one person feels that he or she is being threatened or is at risk in some way, the conversation is not only potentially difficult, it can be disastrous. Given that you are the more experienced person in the mentor-mentee relationship and the other person is new, potentially unsure, and looking to you for support, and also possibly anxious or defensive about their teaching abilities, that can make the conversations you have with mentees particularly difficult.

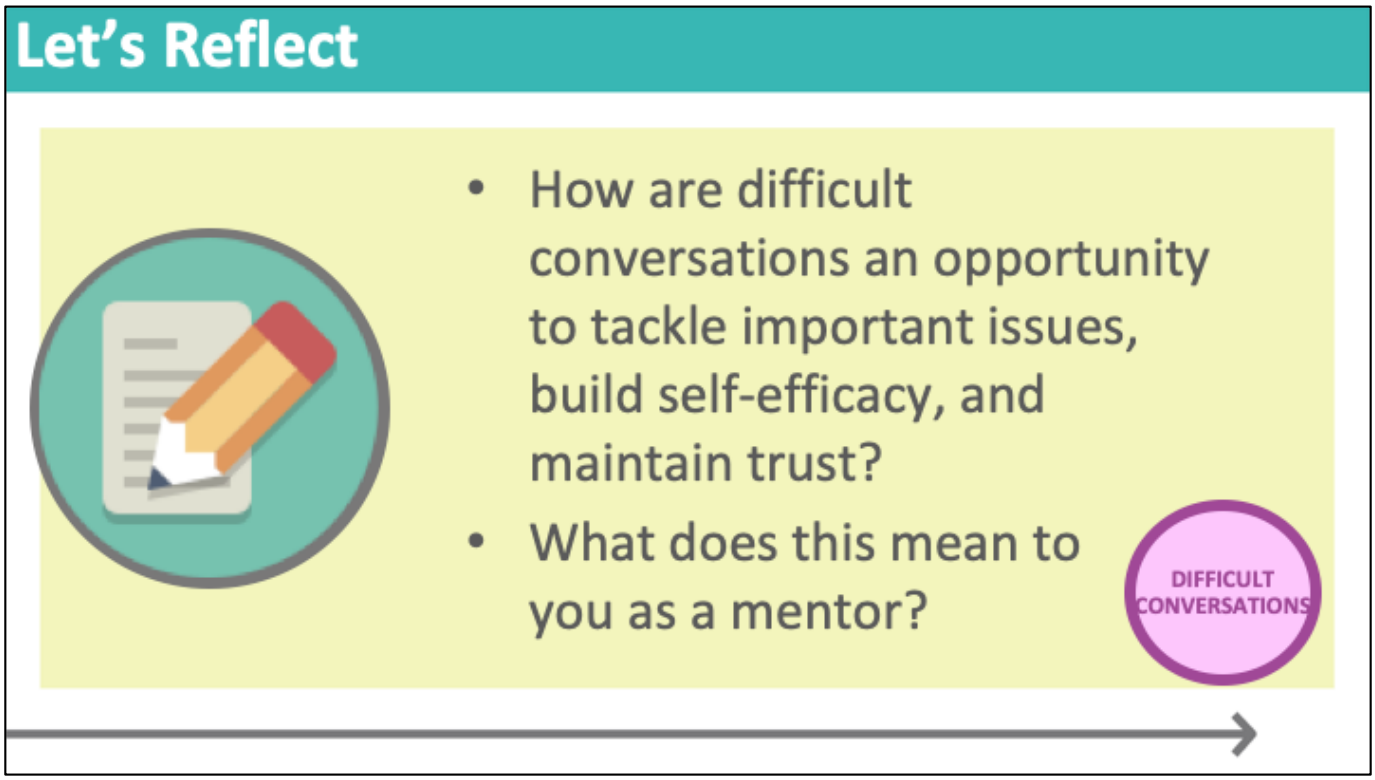
Why Bother?

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

●**Duration:** 1 minute

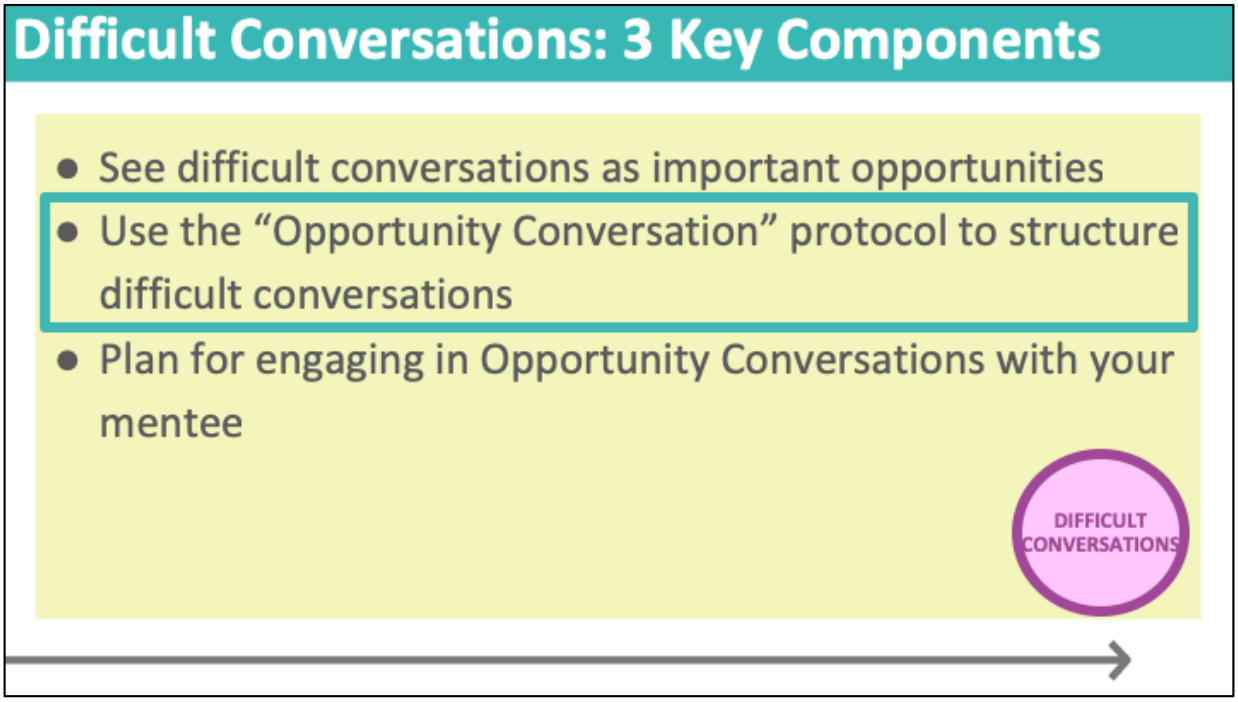
●**Facilitator says:** So given the potential risks in engaging in these conversations, why bother? Wouldn't it be so much easy to just avoid them? (haha)
●But in reality, we all have difficult conversations that are a routine part of our days as people and as professionals. Whether these conversations are with students, colleagues, parents, supervisors, etc., we can support mentees in developing capacity to have these conversations by modeling them, making them routine and immediate when necessary, and not being stressed by them.
●Reframing your perception of these difficult conversations as opportunities for growth and learning and committing to developing your capacity and comfort with handling these conversations is an important aspect of your role as mentor.
●These are the reasons why we must commit to having these types of conversations with your mentee.

●**Facilitator does:** Read slide



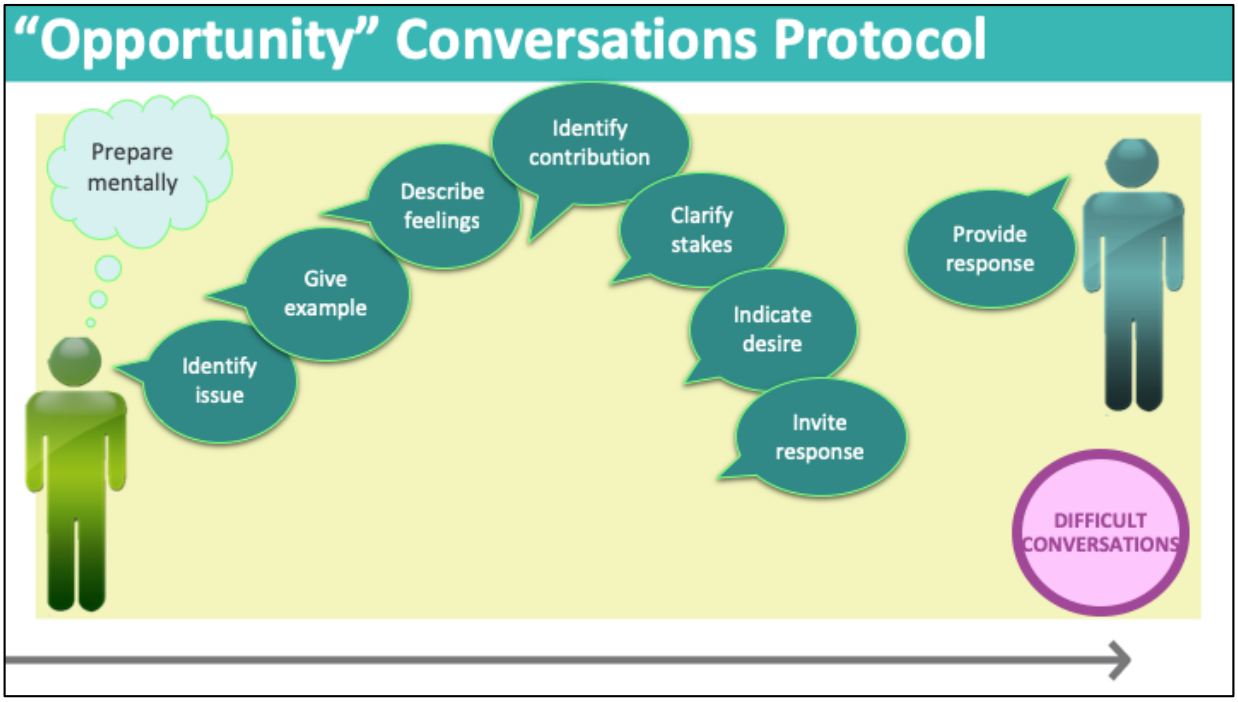
●**Duration:** 3 minutes

●**Facilitator says:** Let's take a minute to connect this idea of turning difficult conversations into opportunity conversations. Take 2 minutes and turn to pg. 34 of your handout packet. Use the space provided to describe in your own words how difficult conversations can be an opportunity to tackle important issues, build self-efficacy, and maintain trust. What does this mean for you in your mentor practice?



- **Duration**: 1 minute

- **Facilitator says**: So now that we've built a shared understanding of what difficult conversations are and how they are golden opportunities for us to mentor our mentees, let's turn to HOW we can do this! How can we turn these difficult topics into opportunity conversations? We're going to use a protocol called the Opportunity Conversation Protocol to help us structure these conversations and turn them into opportunities to learn and grow.



- **Duration:** 6 minutes

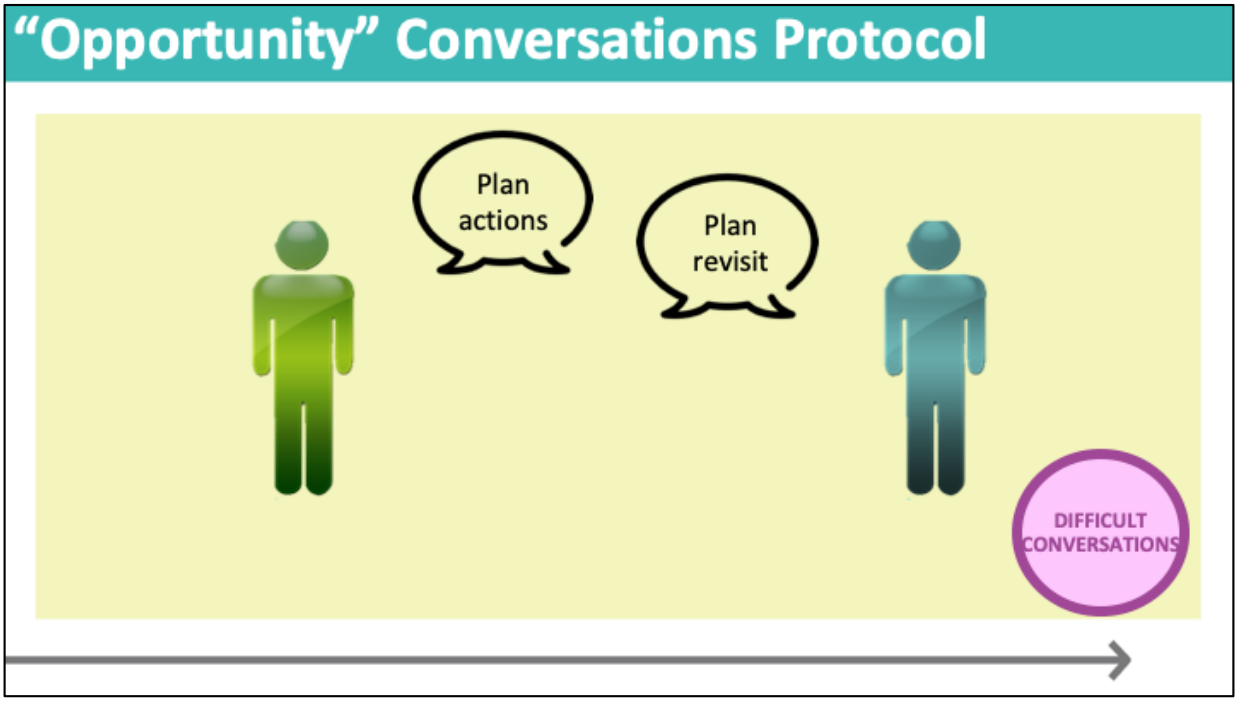
- **Facilitator says:** Knowing how to plan for and engage in conversations that seem difficult yet are opportunities for strengthening relationships gives mentors both confidence and capacity to hold these conversations. This Opportunity Protocol is outlined on p. 34-35 of your handout. Let's first talk through the steps.
- First, the mentor prepares mentally and gets in the right frame of mind. Rather than thinking about this situation as a burden, consider it an opportunity. Rather than consider it something you'd rather not do, consider it something that enhances your relationship and your awareness. Think about what you want from the conversation, why it is important to you to have it, and what you want for the other person. What is the positive benefit for the other person? Consider if you are emotionally ready for the conversation, meaning do you know how you have contributed to the situation, are you ready to take responsibility, and can you envision what is in it for your partner? Have you considered first what you can do to alter the situation and yourself before you ask another person to change? You'll also

want to think through all the steps of the conversation so you know what you're going to say.

- Second, identify the issue or topic to discuss. Make it clear, factual, important to talk about, and straight-forward. Keep language objective. Use an information tone. Stay neutral. For example, "I'd like to discuss what it looks like when we are co-teaching together."
- The third step is to give one very specific example—just one. Include in the example as many objective details as possible. For example, you might say, "On Tuesday, during our math co-teaching lesson when I was teaching students about ratios, you were looking at your phone in the back of the room. Our agreement was that when I was teaching you would be assisting the students."
- The fourth step in the conversation is to describe your feelings about the situation. "I was both surprised and disappointed that our agreement was broken and that students and the lesson didn't have your full attention. I was particularly frustrated because this is something we have discussed previously."
- The fifth step is to take responsibility. You might say, "I take some responsibility for this situation because I have not said that it is absolutely important for you to be completely present and participating during co-teaching so that we are learning together. I made an assumption that you would understand this, and I did not set a firm expectation about it with you. I wish I had made it clearer to you."
- The sixth step is to clarify the stakes. This is a step that includes saying what will happen both to the relationship and to the situation if nothing changes - the impact the issue is having. A possible stake might sound like, "I want you to be successful as a teacher. Being a successful teacher means constantly learning, refining your practice, and making small changes to improve. Not making any changes means that you are unwilling to refine your practice and that will have an impact on your effectiveness as a teacher."
- Step seven is to indicate your desire to resolve the situation. This might be just a simple statement such as this, "I don't want to feel disappointed or frustrated with you because our working relationship is important to me. I'd like to take some time to resolve this now so we can move on."
- Step eight invites a response from the other person. You'll simply ask, "what does that make you think?" The hard part of this step is that you now need to listen fully without the need to advise, fix, or solve at this point. You want to hear the other person's story so you understand the situation from his or her perspective. This takes patience because in some way you have made up your mind that the situation is serious, yet you don't yet know the other person's perspective. Be patient and hear what the person says without judgment. Your invitation might also require some wait time. The way this conversation

started was with you doing all the talking, so it might take a minute for the mentee to find his or her voice. In all likelihood, the mentee might not be expecting a chance to tell his or her story. You might have to say, “I’d like to hear your perspective.” And, then genuinely be open to be moved by the rest of the story. You never know, the mentee might say, “My roommate has been very depressed lately and I am worried about her. I am so worried that she might be suicidal so I respond as quickly as I can to any outreach. This morning she seemed particularly distraught. I am sorry for breaking our agreement, yet I felt like I needed to respond to her.”

- **Facilitator does:** Animates slide for discussion of each step.



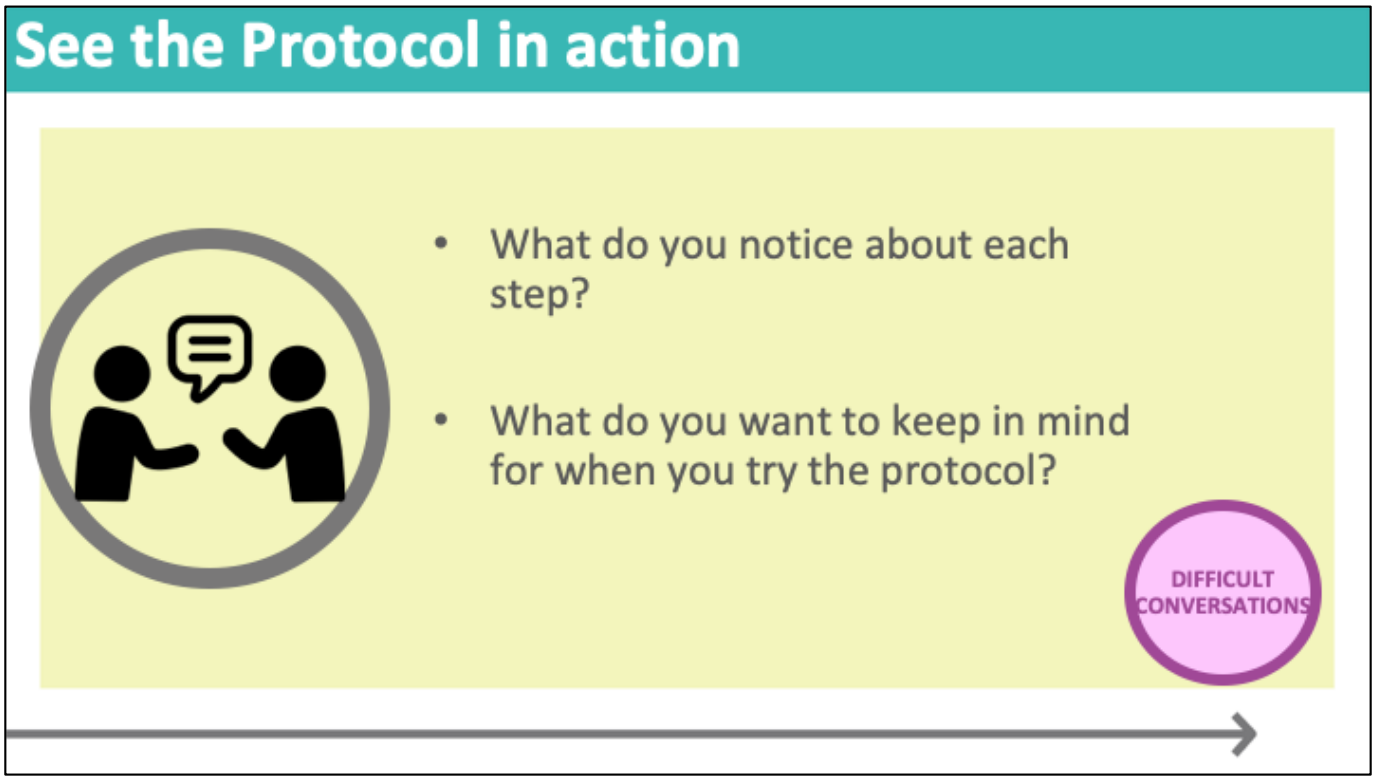
- **Duration:** 2 minutes

- **Facilitator says:** Step nine of the conversation is to ask your mentee to work with you to plan actions to address this situation. This is the point in the process when the mentee becomes a partner rather than a recipient of the process. You might say, "Thanks for letting me know this situation. It must feel terrible to be pulled in two directions—your students' learning and your roommate's well-being. I know it is hard for you to imagine now, however you will often find yourself facing choices like this. How you handle them now will set a precedent for how you handle them later. Let's talk about some ways to handle this situation and situations like this in the future." Then the mentor and mentee generate together some possible actions and agree on those they will take. For example, they might agree that cell phones are off limits during instructional time. Or, they might agree that is some dire situation arises that might require immediate response such as when a child is ill or another emergency occurs, they will inform the other ahead of time and seek permission to have the phone on to check periodically. They will also consider if their agreement about cell phone use models the salient practice

they want of students.

- The tenth and last step of the process is to plan when they will revisit their new plan to make sure it is working. A mentor might say, “Let’s check in with each other in a week to see if this agreement is working as we hope or if we want to adjust it in some way.”
- What might be obvious to you as we review this process is that the need for conversations like this are increasingly minimal if you and your mentee have invested time in developing your partnership agreements and revisit them frequently. Many breakdowns occur when those in a relationship fail to clarify or establish agreements or when the agreements are not kept.

- **Facilitator does:** Animates slide for discussion of each step.



- **Duration:** 6 minutes

- **Facilitator Says:** So we're going to a minute to model an Opportunity Conversation for you. Follow along with the steps as we take the roles of mentor and mentee. You'll see that in your handout packet there is space to make notes about each step as you see us model.

- **Facilitator Does:** One facilitator should take the role of mentor and one mentee. Follow the following script:

- **Facilitator 1 Says:** So as the mentor, I've been trying to support my mentee in teaching writing in their current Guidebook unit. Unfortunately, even though we've planned several times for my mentee to focus on the students' writing skills, each time I've visited her classroom, she hasn't followed through on this plan. So I've mentally prepared to have this conversation. I want to figure out why she is skipping these parts of the lessons. This is really important for me to do because if she continues doing this, her students' writing skills are going to stagnate. I want her to feel like I'm a partner with her - not someone who she should just say "yes, yes" to and then ignore. Maybe she's just telling me what she thinks I want to hear and then going off and doing what she thinks is right. It's possible I've been believing her when

she says “I’m all set, I understand what to do” and I need to make a shift in how I’m mentoring her in writing. Okay, I think I’m ready to hear her point of view.

- Hi, ___. I’d like to discuss what it looks like to teach writing skills in the Guidebooks lessons. Does now still work to talk?
- Great, thanks. So last Wednesday I popped by your classroom like we had planned, and while you focused on the knowledge and understanding the students needed, you skipped over the section of the lesson that focused on writing skills.
- I was disappointed that you skipped this part of the lesson because we had talked about that part of the lesson and you said you were ready to teach it.
- I take some responsibility because we haven’t done any coaching around writing skills instruction. I made an assumption that you were ready to teach those parts of the lessons, and I should have asked if you wanted me to model or co-teach it with you.
- The impact of you skipping those parts of the lessons is that your students’ writing will stagnate. They may have the knowledge and understanding of the texts, but won’t have the skills to express this knowledge and understanding.
- I want you to feel like you can let me know that you’re not ready or comfortable teaching something when I ask you if you are or when I assume that you are. Being your mentor is important to me and I’d like to make sure I’m supporting you in all the areas you want and need support.
- What’s your perspective on this?

- **Facilitator 2 Says:** You’re right, I’ve been skipping those parts of the lessons. I don’t think you’ve noticed this, but even though I enjoy reading, I’m not a strong writer - this was always hard for me in school and I don’t find it fun to teach. It’s almost like I’ve been subconsciously letting the other parts of the lessons take too long so I don’t “have time” to teach the writing skills. I would like to work on this with you.

- **Facilitator 1 Says:** Thank you so much for letting me know this about you. It sounds like writing doesn’t come easy to you, and so teaching writing isn’t coming easy for you either. So what are some things we could do together to support you?

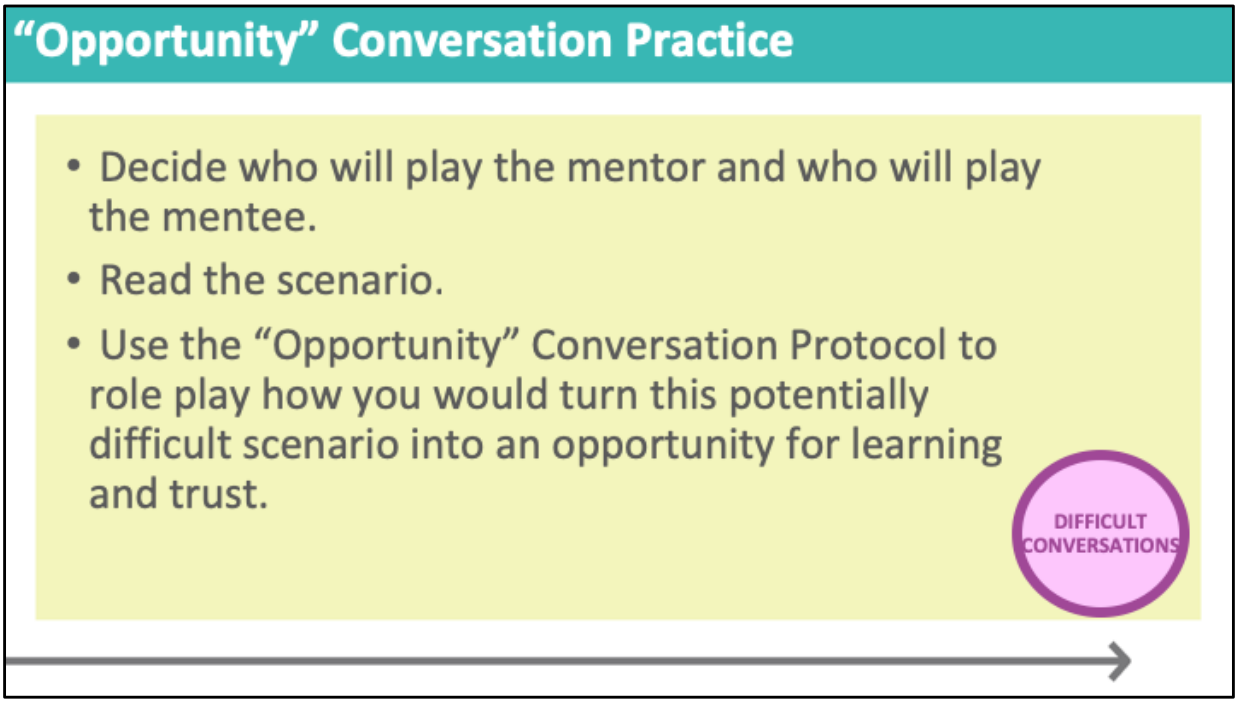
- **Facilitator 2 Says**: Well, I do think that if this is something specific that you can focus on with me, that would help. Maybe if we can co-plan and then co-teach the next few writing skills sections that are coming up, that will help me start to build my comfort.

- **Facilitator 1 Says:** That sounds great. Let’s do that and after we do that for

the next three lessons, let's revisit and see how you're feeling.

- **Facilitator Says:** Okay, so you just got a chance to observe the Opportunity Protocol in action. Take 2 minutes to discuss what you just saw: What did you notice about each step? What do you want to keep in mind for when you try the protocol?

- **Facilitator Says:** Great, thank you for discussing. In your packet on pg. 36-37 you'll see we've also given you one more conversation example that you can use to support you in the next activity.

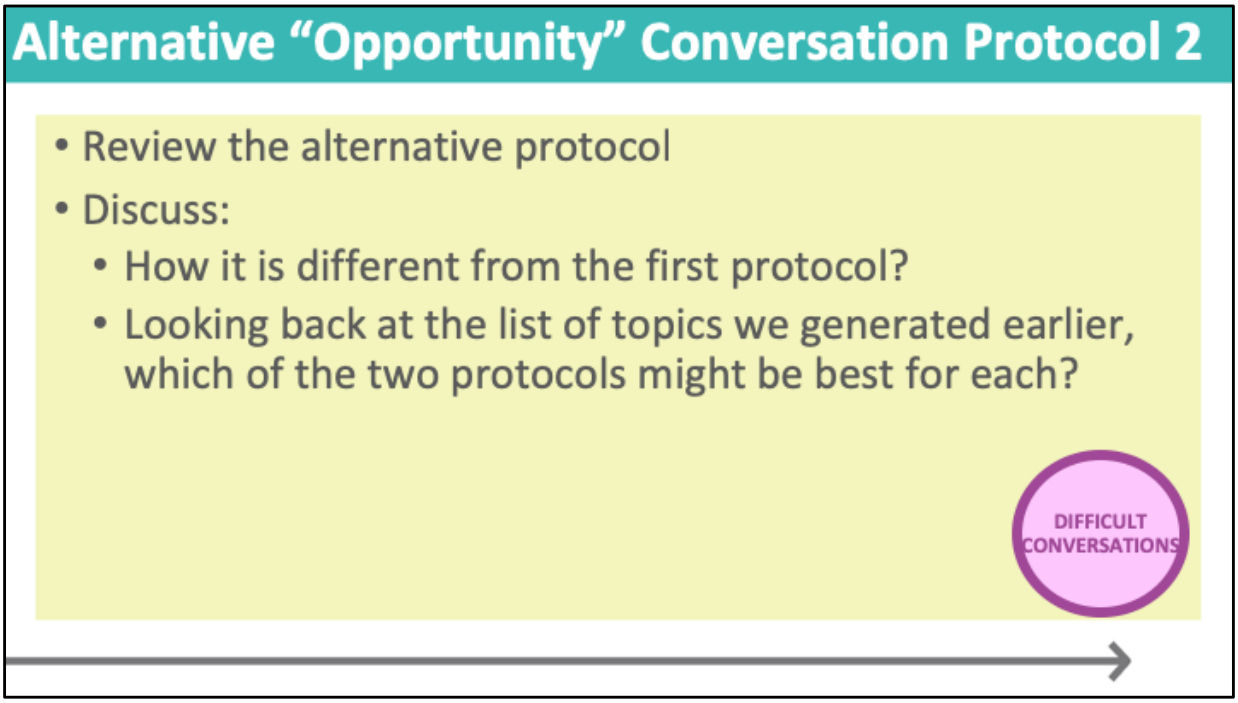


●**Duration:** 5 minutes

●**Facilitator says:** On p. 37 is a sample "Opportunity" scenario. You are going to role play a scenario with a partner. Choose a partner. With them, decide who will role play the mentor and who will role play the mentee. Read through the scenario. Use the steps of the scenario to practice having an "Opportunity" conversation about this scenario. We'll have 5 minutes to do this. If you finish early, switch roles and try again!

●The scenario is: *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.*

●**Facilitator does:** Circulates, support, and facilitates pairs in their practice.



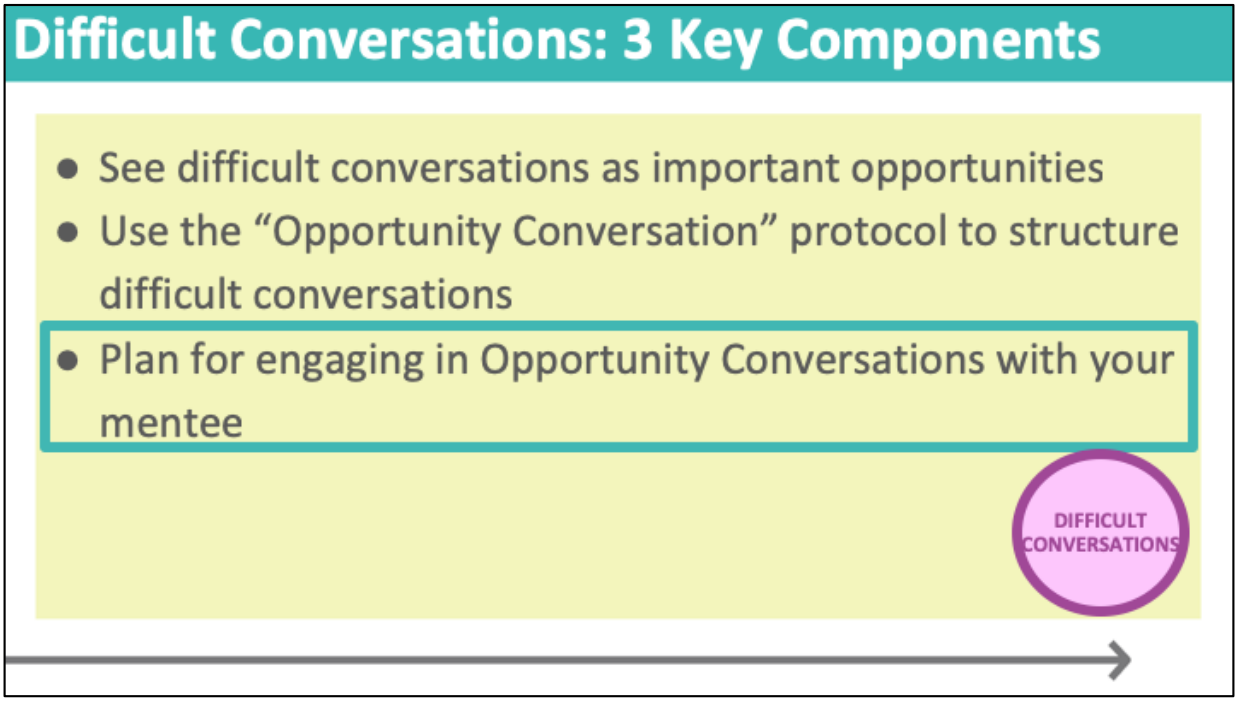
●**Duration:** 6 minutes

●**Facilitator says:** Take a look at the Alternative "Opportunity" Conversation Protocol on p. 38. Read through it and discuss at your table. How is it different from the first protocol?

●**Facilitator does:** Give tables 2 minutes to read and discuss the first question.

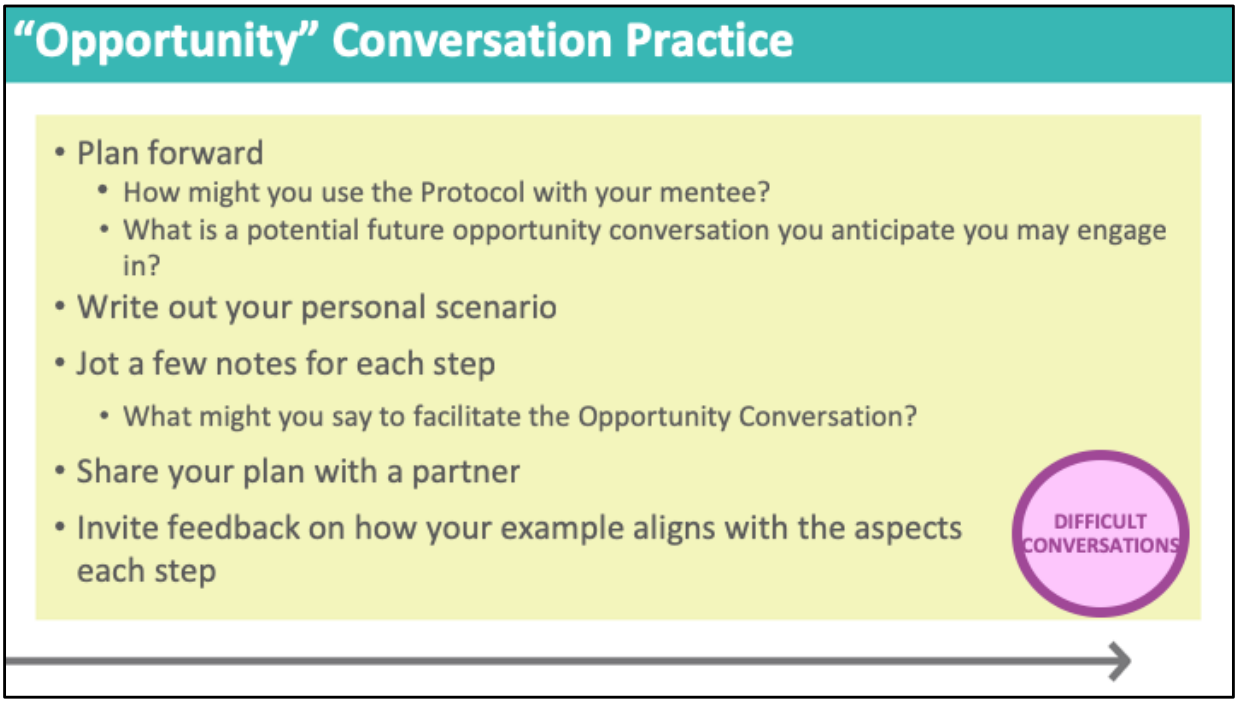
●**Facilitator says:** This alternative protocol is useful in teams or when it is best to use a collaborative or inquiry approach to the "opportunity" conversation. So how might we use this protocol? Turn back to the list of possible "opportunity" conversations you identified on p. 38 and consider which of the two protocols might be most appropriate for each situation.

●**Facilitator does:** Give tables 3 minutes to look back at the topics they generated earlier and discuss the two protocols.



- **Duration**: 1 minute

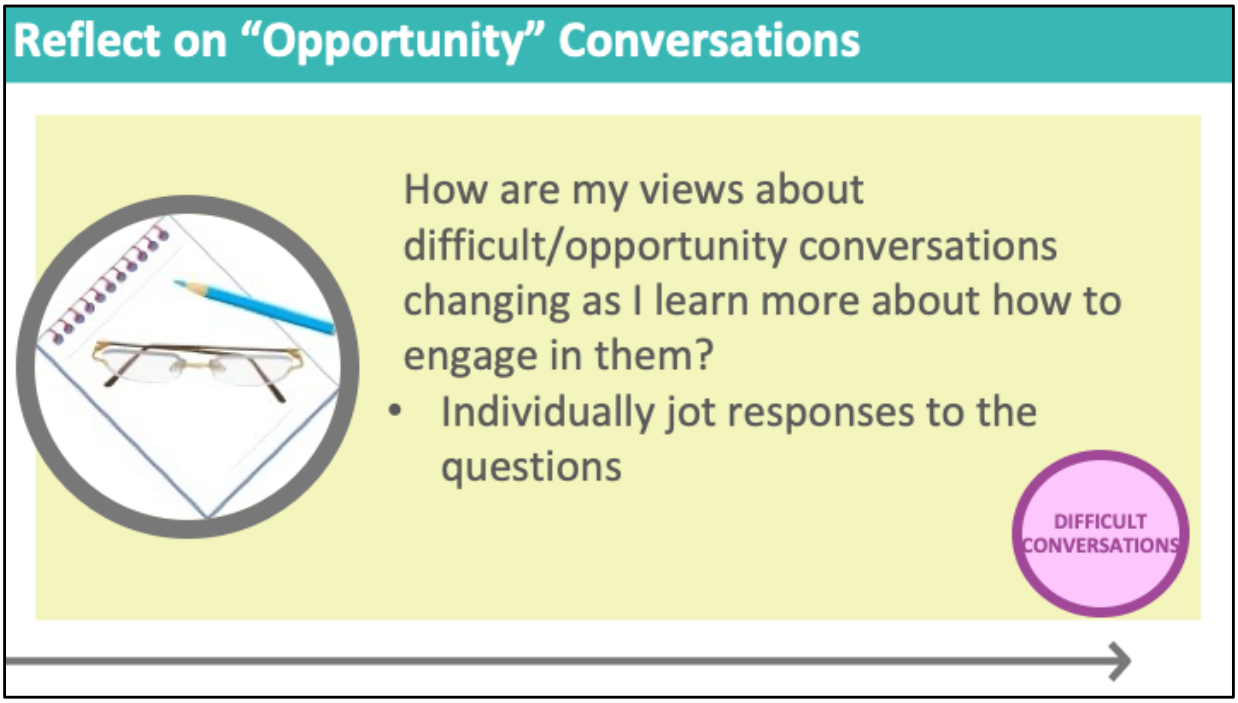
- **Facilitator says**: Okay, so now that we've learned how to use the Protocols, let's make a plan for how you'll use this back in your school.



●**Duration:** 10 minutes

●**Facilitator says:** 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. Planning an opportunity conversation is one way to remove the emotional load in these conversations and to slow down your thinking so you can create a safe, blame-free, risk-free space for the conversation. It also helps you check your language and your delivery.
●Take 4 minutes to plan what you will say. Then you will share your conversation with someone who will serve as your partner and who will give you some feedback.
●Now stand up, find a partner, someone you haven't talked to today. In turn, share your conversation as if you were engaging your partner. Partners feel free to respond. (2 minutes each)
●Partners, take one minute to share with your colleague how closely the conversation followed the process, sounded to you, and felt to you.

●**Facilitator does:** Circulates, support, and facilitates pairs in their practice, then ask everyone to return to their seats.



●**Duration:** 3 minutes

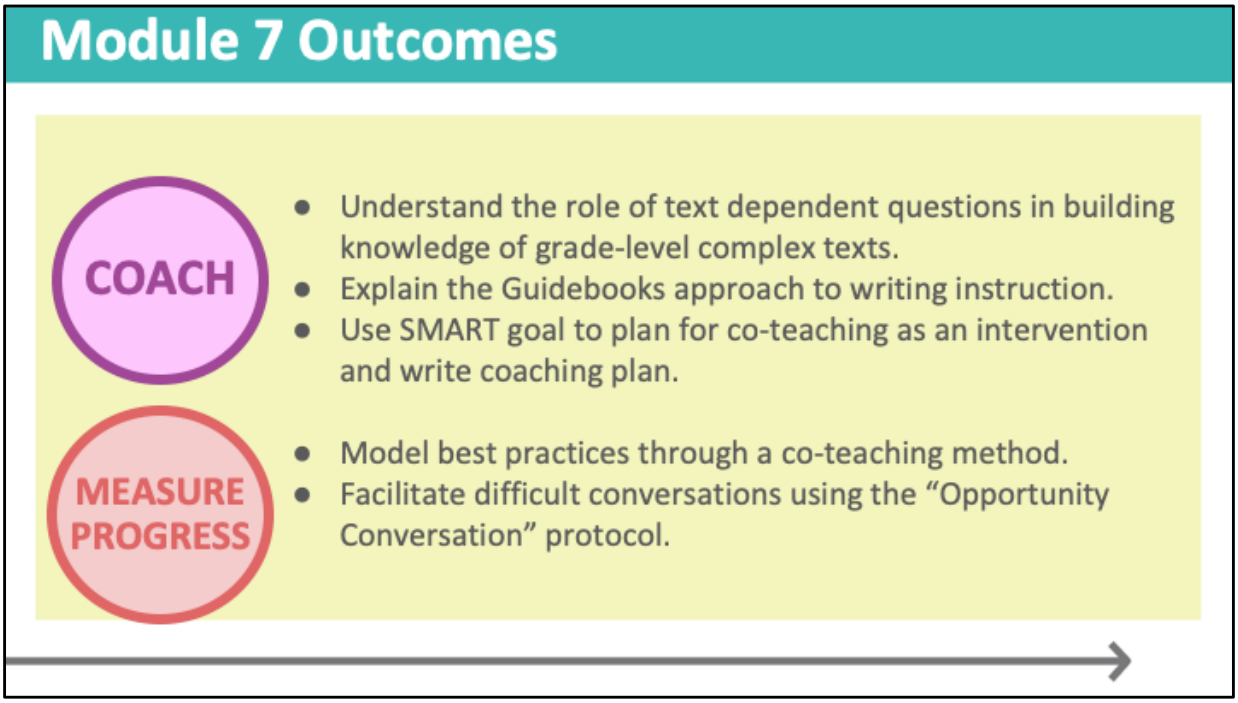
●**Facilitator says:** Take 3 minutes individually to respond to the reflection questions on p. 40.

Model Best Practices: Key Takeaway

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

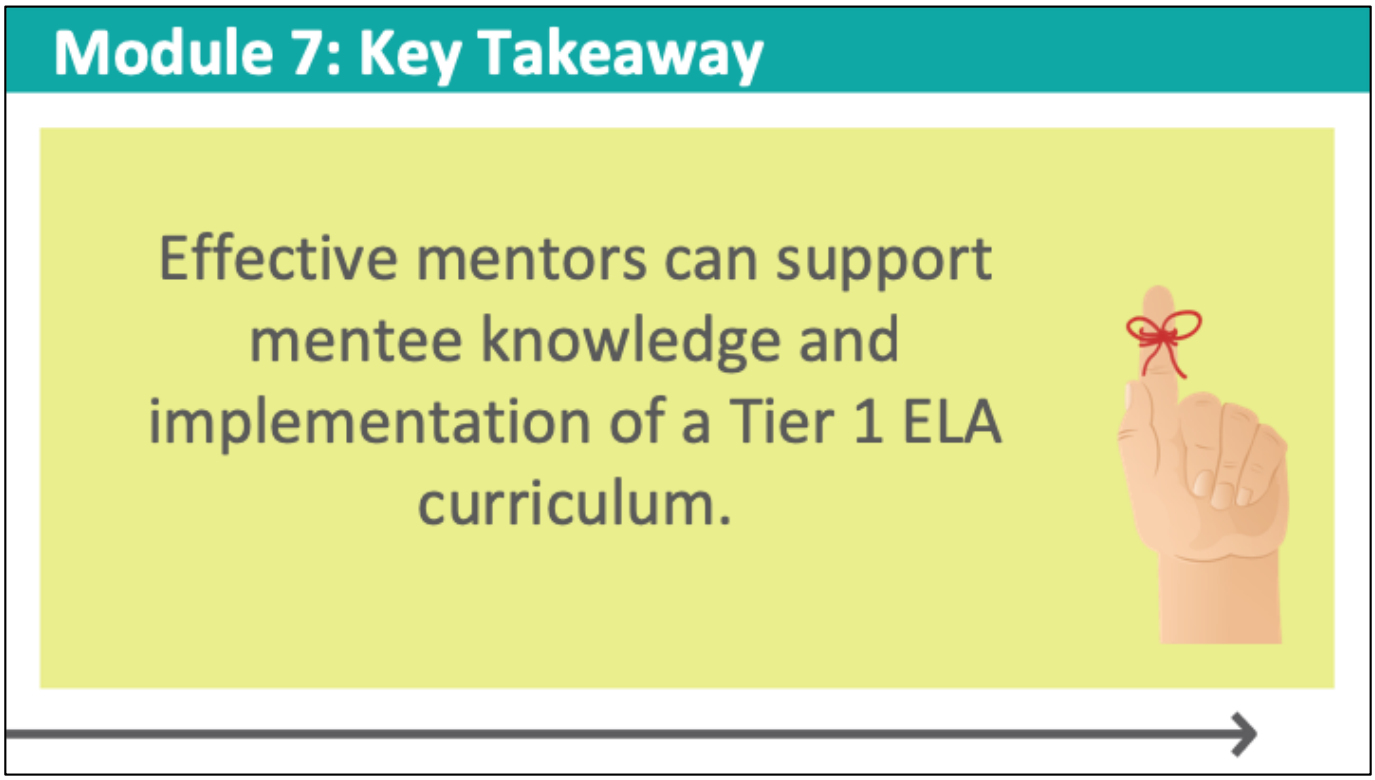
- **Duration**: 1 minute

- **Facilitator says**: When we come back together for Module 8, we're excited to hear from you about how you've used the Opportunity Conversation protocol with your mentees, and what opportunities arose from them!



- **Duration:** 1 minute

- **Facilitator says:** Congratulations - today we accomplished these outcomes!



- **Duration**: 1 minute
- **Facilitator says**: As we wrap up our day together, remember,
- **Facilitator does:** Read slide

Module 6 and 7 Assignment

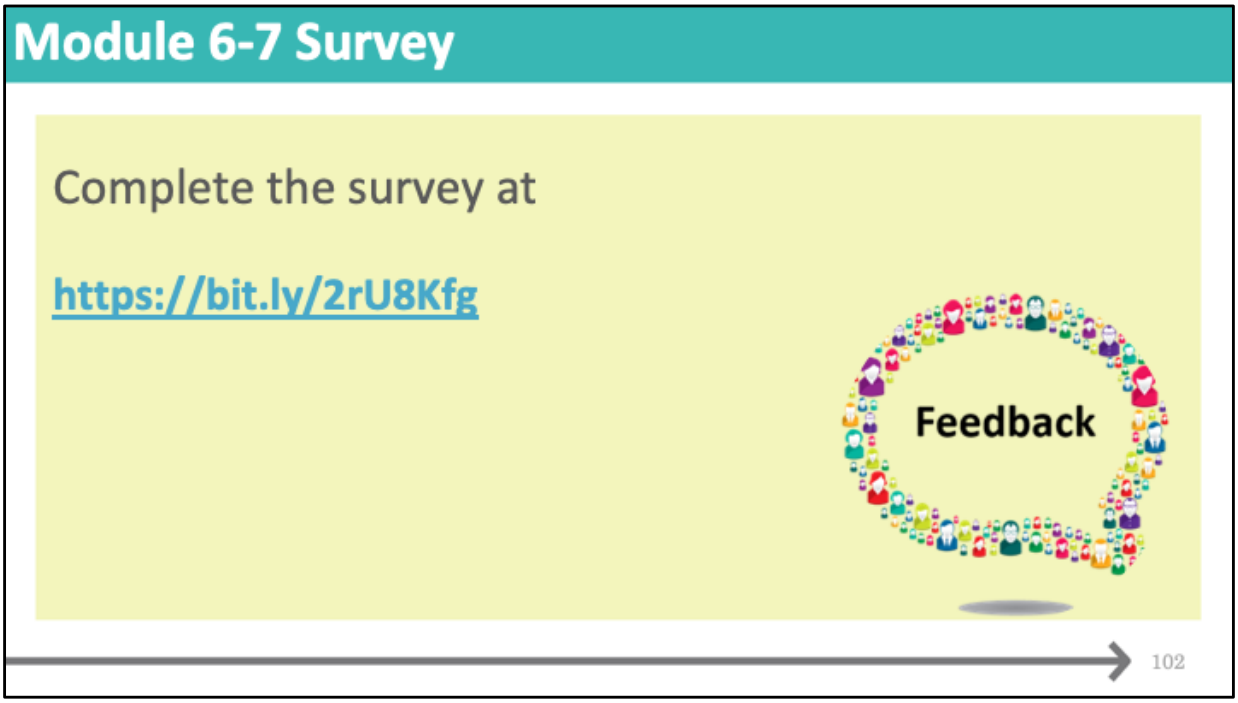
Content practice, Due Module 8

- 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.

- **Duration:** 1 minute
- **Facilitator says:** Here is your homework for Module 8. Note that by completing this homework, you'll be completing requirements for the ELA and the Mentoring microcredentials, which we hope you will submit for and earn!



●**Duration**: 5 minutes

●**Facilitator says**: Please complete the survey before you leave. Your input helps us be better in our work to support your learning. Remember to scroll to the bottom of the page to find the survey.