



Louisiana Department of Education Mentor Teacher Training

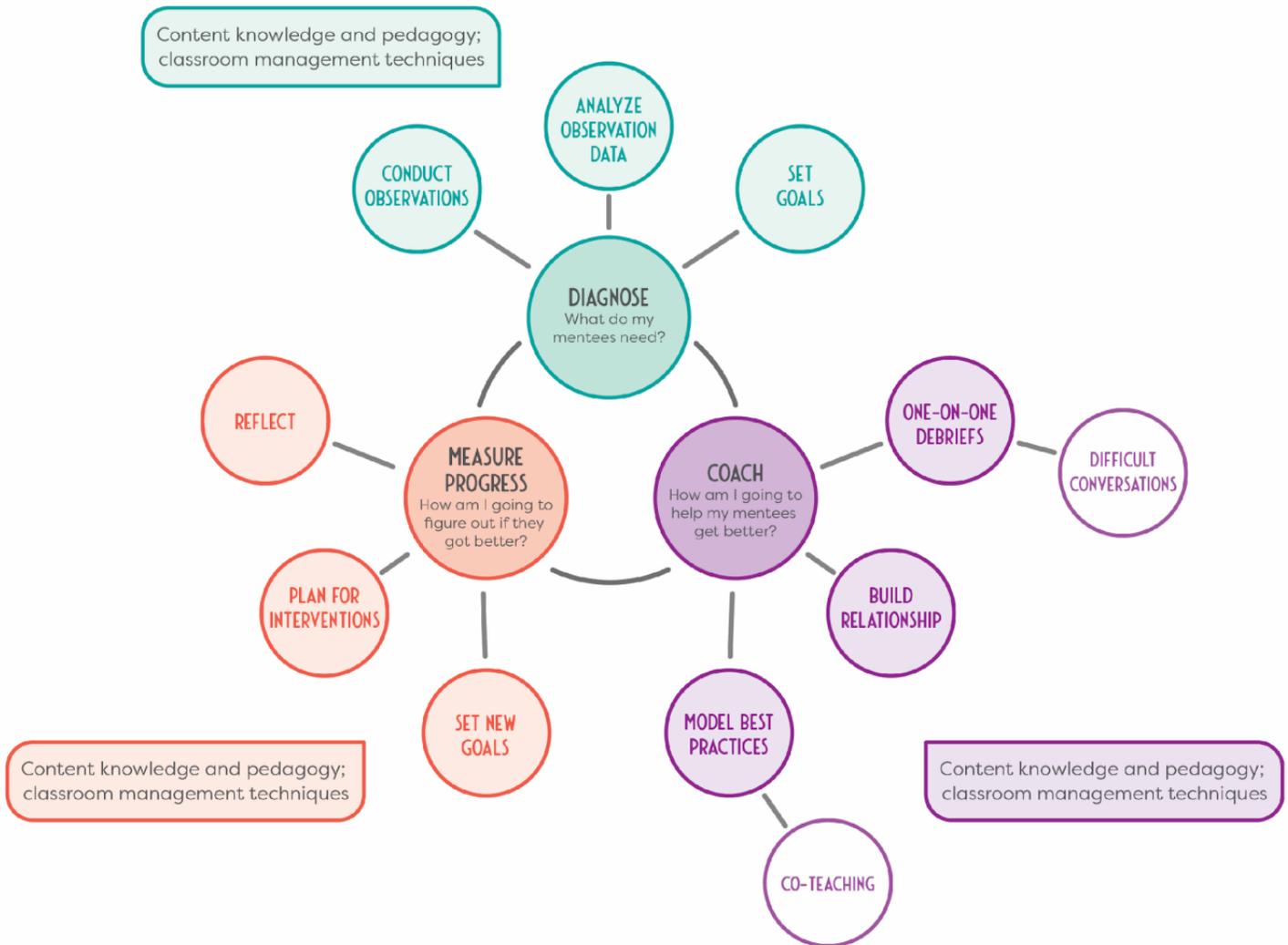
Module 7:

Secondary Universal
Cohort

Facilitated by Learning Forward



The Mentoring Cycle



Mentor Training Course Goals

Mentors will:

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

Module 7 Outcomes

- Collect and analyze evidence of student learning to diagnose student needs.
- Apply the Guiding Principles for Diverse Learnings and use the Supports Flow Chart.
- Use SMART goal to plan for co-teaching as an intervention and write coaching plan.
- Model best practices through a co-teaching method.
- Facilitate difficult conversations using the “Opportunity Conversation” protocol.

Module 7 Agenda

Morning

Welcome and outcomes

Using evidence to diagnose student needs

Using the Diverse Learning Guide

Plan for intervention

Afternoon

Co-teaching

Difficult conversations

Wrap-up

Agreements

Make the learning meaningful

Engage mentally and physically

Notice opportunities to support the learning of others

Take responsibility for your own learning

Own the outcomes

Respect the learning environment of self and others

Preparing to Analyze Student Work

Shared Practice: Analyze an Exemplar Response

Text-Based Question: What motivates Prometheus to defy Jupiter and what does this reveal about Prometheus’s character?

Student Look Fors:

- Students should understand that Prometheus is upset that mankind is in such bad condition. He remembers what it was like when Saturn was king of the gods, and Jupiter, the tyrant, is ruling in a way that is ruining humankind. Prometheus wants to help humans and return happiness and health to them as it was when Saturn was king. Prometheus wants to leave the world in a better condition—he wants humans to be better and wiser. Prometheus detests the laziness of the gods and that the gods are benefitting from the ignorance of mankind.

3 Criteria for Strong Student Responses

- Student responds directly to the question asked with a **valid assertion** drawn from the text.
- The **evidence** provided from the text 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.

Student Response Exemplar

Prometheus is motivated to defy Jupiter because he wants to make the world a better place for humans and because he thinks Jupiter is abusing his power. Unlike Jupiter, Prometheus wants the humans to be better and wiser. He hates how lazy the gods are and that they are trying to stay in power by keeping humans ignorant. This reveals that Prometheus is noble and cares about something other than himself.

Evidence	How this evidence supports my thinking
“He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy...”	When he realized that humans were miserable, he went to live with them and help them.
“Mankind shall have fire in spite of the tyrant who sits on the mountaintop,” he said.	Prometheus calls Jupiter a tyrant, showing that he thinks Jupiter is misusing his power. He is determined to give humans fire. Prometheus cares so much that he even is even willing to defy Jupiter to improve life for the humans.

Tanya’s Response

Prometheus is motivated to defy Jupiter because he feels bad for the humans. He sees that they aren’t as happy as they used to be and he blames Jupiter for that. Even though Jupiter told Prometheus not to give humans fire, Prometheus did it anyway.

Evidence	How this evidence supports my thinking
“Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that.”	It says he didn’t like living in the clouds.
“He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it...”	It tells us what he did with the fire after he disobeyed Jupiter.

Rubric for Analyzing Student Responses

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	<p>Response may not address the question</p> <p>Response may show lack of understanding or misunderstanding of the text</p> <p>Response may be too brief to discern what student understands</p>
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	<p>Evidence is accurate, relevant, and specific</p> <p>Evidence provided is sufficient to support the assertion</p>	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

Sample Completed Rubric

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	<p>responds directly to the question with an insightful assertion</p> <p>KJ NN IU FD JH QW</p>	<p>responds directly to the question with a valid assertion</p> <p>DI BG NJ DS KN RD HB KL TL UT YH PL</p>	<p>Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow</p> <p>GH MJ LA SS</p>	<p>Response may not address the question</p> <p>Response may show lack of understanding or misunderstanding of the text</p> <p>Response may be too brief to discern what student understands</p> <p>GP WE TY</p>
Does the student choose relevant evidence from the text?	<p>Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion</p> <p>KJ NN IU FD JH QW</p>	<p>Evidence is accurate, relevant, and specific to support the assertion</p> <p>DI BG NJ DS</p> <p>Evidence provided is sufficient to support the assertion</p> <p>KN RD HB KL</p>	<p>Evidence is accurate, but may be insufficient, imprecise, general, repetitive, or vague to support the assertion</p> <p>TL UT YH PL</p>	<p>Evidence may be minimal, irrelevant, absent, or incorrect to support the assertion</p> <p>GP WE TY</p> <p>GH, MJ, LA, SS</p>
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Capture Your Learning	
Question	Response
<p>How can your benchmark (exemplar) and a general rubric work together to help you understand the strengths and needs of your students within your setting?</p>	
<p>What do you anticipate as a mentee's greatest challenge in creating and using these tools in order to understand the strengths and needs of students?</p>	

Diagnosing Students' Needs

Do Now

Read the following excerpt from "The Guidebook Approach to Support."

This document describes the design principles of the ELA Guidebooks 2.0 units and the included strategies and materials to support all learners, including those diverse learners who learn in a different way and at a different pace than their peers. Based on this definition, all students can be classified as "diverse learners" at some point in the instructional process. Thus, when teaching guidebook lessons, teachers must understand the grade-level standards and their students' current ability to make instructional decisions that will ensure all students read, understand, and express their understanding of complex, grade-level texts.

Guiding Principles for Diverse Learners

- All students should regularly engage with rich, authentic grade-appropriate complex texts.
- All students should have full access to grade-level classes and engage in academic discourse and meaningful interactions with others around content, even with "imperfect" developing language.
- Rather than having different expectations for students based on their abilities, all students should have opportunities to meet the grade-level standards through appropriate scaffolds and supports.
- Instructional supports should not supplant or compromise rigor or content.
- Specialized instruction should build on and enhance what occurs during regular instruction.
- The instructional design and language should not get in students' way of accessing lesson content.
- Students' knowledge of another language should be seen as an ability and called upon as a way to support students as they develop and express their understanding in a new language.
- Language instruction should be integrated with reading and writing instruction and focused on understanding and communication.

Discuss with a partner:

- Based on this excerpt, how do we define "diverse learners"?
- What is your key takeaway about the guiding principles for how we support diverse learners?

Sample Completed Rubric

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Analyzing Patterns in Student Responses Look at your completed Class Rubric and reflect on the following questions.	
Are there common errors made across the collection of student work? What are the most frequent and fundamental problems students appear to have with the assignment?	
What might the pattern of student responses show about students' understanding of the text? What makes you think so?	
What might the pattern of student responses tell you about the knowledge and skills students have learned and still need to learn? What makes you think so?	

Digging Deeper: Supports Flow Chart

1) The Supports Flow Chart is organized by:

Supports for _____

Supports for _____

Supports for _____

Supports for _____

2) What are some possible reasons a student may struggle with standards RL.4/RI.4 and what are some possible supports for addressing this need?

Possible Issues	Possible Supports

- 3) During a text-based discussion you notice that a student is participating in the discussion, but in a way that is completely disconnected from the conversation his peers are having. He is sharing valid information from the text but he is not building on, connecting to or addressing the ideas shared in the discussion. What might be the core reason for this student’s observed behavior? What is one thing you might try to address this issue?

Possible Issue	Possible Support

- 4) You notice that a fluent reader is struggling to read and understand the complex text in a series of lessons. What do you notice about the issues and supports provided for a student who can read with fluency and accuracy, but is still struggling to demonstrate comprehension of a complex text? What is a likely reason for this issue and how might you address it?

Capture Your Learning	
Question	Response
How can analyzing your students' work for patterns be useful for planning next instructional steps?	
What is the Supports Flow Chart?	
How might the Supports Flow Chart be useful to you, considering the sorts of needs that you observed from your student work?	

Using the Supports Flow Chart

What does it likely mean if students are struggling to meet the first two criteria on the rubric?

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
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Student Case Study

Maria

Maria is in Mr. Abrams’ 8th grade class. In lesson 1, students are reading “The Story of Prometheus” for the first time. First, they read the text with a partner, then they use a graphic organizer to create a summary of their assigned section (either Part I or Part II). Mr. Abrams monitors students’ partner reading and notes that Maria read her entire portion with appropriate rate, accuracy and expression. This observation matched his other data on Maria, suggesting that she is able to read grade-level texts with fluency. Then, students are assigned a section of the text to create their summary snapshot. Maria and her partner are assigned Part I. Here is Maria’s completed graphic organizer:

The Story of Prometheus				
SOMEBODY	WANTED	BUT	SO	THEN
Who are the characters? Which characters are the main characters?	What do the main character(s) want to accomplish?	What conflict or problem do the main character(s) encounter?	What did the main character(s) do in response to the problem?	How did the conflict resolve itself?
Mighty Ones Titans Prometheus Epimetheus men mankind	Prometheus wants to give people fire, so he asks the planet Jupiter to help make his own planet Earth better for the cave men.	Jupiter doesn’t want to give Earth fire	Prometheus travels to the sun and then decides to turn his back on his own land: “turned and hastened back to his own land” The people on Earth join him and he gives them fire from the sun	Prometheus gave people fire, but they were rude to him about it: “Soon there was a...blaze in every rude home in the land” But they were also grateful: “were warm and happy, and thankful to Prometheus”
Write a summary of the text including the details above.				
<p>There are “mighty ones” who live on the planet Jupiter. Prometheus doesn’t want to live on Jupiter with the mighty ones and remembers how much better it was when they lived on Saturn. But now, he wants to live with the people on Earth. This was back when people didn’t have electricity. It seems like the cave man time period because it says the people “were living in caves.” Prometheus wants to give the people on Earth fire because they are “cold and shivering.” He also wants to help himself because right now he is living in a tent: “he didn’t care to live amid the clouds...he was intent....” In this part of the story, Prometheus first travels to Jupiter to ask for fire. He doesn’t want to give Prometheus and the people on Earth fire. So then Prometheus travels to the sun to get fire. He thinks the fire will help the people live better, especially the tyrant people who live in the wilderness on the mountaintop: “Mankind shall have fire in spite of the tyrant who sits on the mountaintop.”</p>				

(Case Study continued on the next page)

Mr. Abrams overhears Maria and her partner discussing and decides to gather more information.

Mr. Abrams: Maria, I heard you say that the “mighty ones” live on the planet Jupiter. Is that correct?

Maria nods.

Mr. Abrams: What in the text makes you think so?

Maria: Umm...here, at the bottom of the first page. It says, “Then he went boldly to Jupiter and begged him to give fire to men.” So it says Prometheus traveled to Jupiter.

Mr. Abrams: Interesting – can you say more about that? What are you thinking is happening in this part of the story?

Maria: I think that some planets are more powerful than others in this story. First, it was the planet Saturn that used to be the best. Here it says “during the golden days when Saturn was King.” So it’s kind of like a science fiction story with the planets being kings of the galaxy, which they call their kingdom. And Prometheus wants to make his own planet better, which is Earth. He is kind of shocked by how people live on Earth because it’s not like it is on Jupiter or Saturn and he says the men are “like beasts.”

Use the Supports Flow Chart to diagnose Maria’s issue(s).

Potential Supports

#	Issue	Support
1	Limited word knowledge	Engage students in a volume of reading
2	Limited word knowledge	Create and post word displays
3	Lack of strategies for determining meaning	Identify vocabulary essential to the meaning of the text and teach these words using the vocabulary protocol
4	Limited background knowledge	Let's Set the Context Videos or other videos
5	Limited background knowledge	Read additional texts on the topic

Gallery Walk

- **Create** a visual to represent your issue and support
- **Use** words and/or illustrations to show what the support is and how it works
- **Rotate** to the next anchor chart
- **Study** the team's representation
- **Discuss:**
 - How does this support specifically address the issue?
 - What questions do you have about this support? What is most important for a mentee to understand about this support?

Capture Your Learning	
Question	Response
<p>What are the three main “culprits” in preventing students from reading and understanding complex texts?</p>	
<p>What is one thing you can do to support a student with limited word knowledge?</p>	
<p>What is one thing you can do to support a student with limited background knowledge?</p>	

Plan for Interventions: 3 Key Components

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

Clarify the New Learning

Content	Practice
What does my mentee need to understand?	What do I lean on in my teaching practice in order to do this?
What do state resources recommend (i.e. Diverse Learners Guide)?	What does my mentee need to be able to do?
How could my mentee gain this knowledge?	How could my mentee gain this skill?

Sample SMART Goal 1

During my next unit, I am going to use a combination of a general rubric and a task-specific benchmark to analyze student work and diagnose student learning needs.

What will my mentee need to learn to achieve this SMART goal?

Types of Co-Teaching

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

Types of Team Teaching

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

Mentor Coaching Plan

Mentee SMART goal(s): *During my next unit, I am going to use a combination of a general rubric and a task-specific benchmark to analyze student work and diagnose student learning needs.*

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

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

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

Mentor Coaching Plan

Mentee SMART goal(s)

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

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

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

Reflect: Cumulative Learning

Yesterday I....

Today I....

Now I

Plan for Interventions: Key Takeaway

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

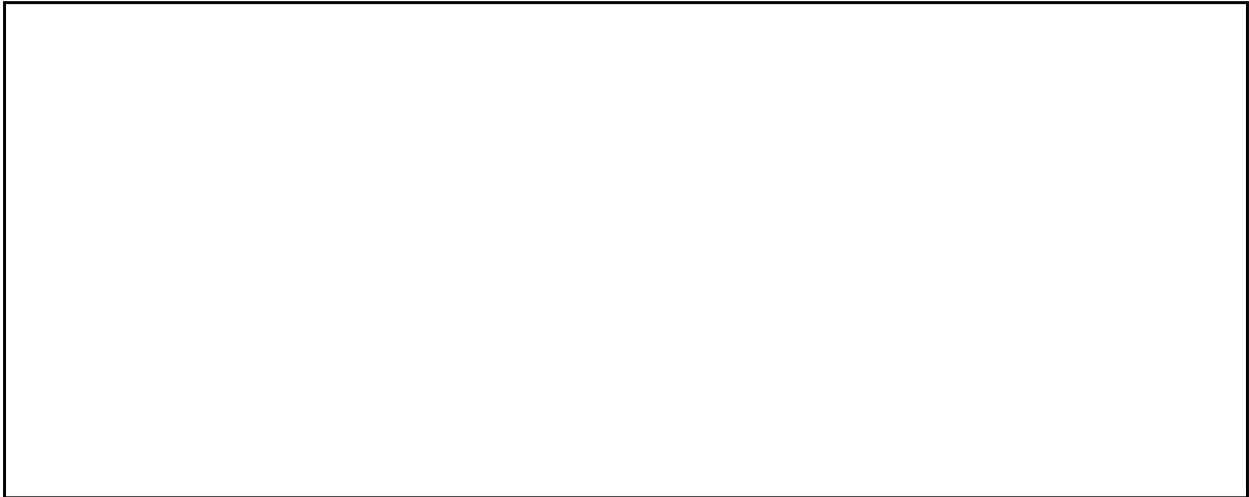
Co-Teaching: 3 Key Components

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

Co-Plan Instruction

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

Video: Co-Teach the Lesson



Debrief Co-Taught Lesson

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

Co-Teaching: Debrief the lesson

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

Co-Teaching: Key Takeaway

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

Difficult/Opportunity Conversations

Guiding questions:

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

Difficult Opportunity conversations are . . .

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

Name some example topics related to mentoring

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

Why bother?

Difficult conversations are opportunities for:

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

Reflect

How are difficult conversations an opportunity to tackle important issues, build self-efficacy, and maintain trust?

What does this mean to you as a mentor?

“Opportunity” Conversation Protocol 1

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

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

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

See the Protocol in Action

What do you notice about each step?

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

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

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

“Opportunity” Conversation Example

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

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

"Opportunity" Conversation Practice

Scenario:

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

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

Addressing a Conflicting/Difficult Issue Protocol 2

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

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

Your Turn: Plan an “Opportunity” Conversation

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

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

Reflection on “Opportunity” Conversations

What have I learned about difficult conversations?

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

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

- _____ My understanding of how to hold opportunity conversations.
- _____ My willingness to have opportunity conversations.
- _____ My comfort with opportunity conversations.
- _____ My understanding of the necessity for opportunity conversations.

Difficult Conversations: Key Takeaway

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

Module 7: Key Takeaway

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

Module 6 & 7 Homework Assignment

Module 6 and 7 Assignment: Application to mentoring practice

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

Module 6 and 7 Assignment: Application to content practice

- Use the Reader’s Circle framework for either informational text or literary non-fiction to create questions that scaffold access to and understanding of a complex text in your discipline.
- Based on analysis of student work, select and implement a strategy from the Supports Flow Chart to meet the needs of students with IEPs/504s or who are English Learners.

Please complete the Module 6 & 7 Survey at

<https://bit.ly/2rU8Kfg>