

	<p>Module 7: Text Dependent Questions and Writing</p> <p>Elementary Cohort</p> <p>November 2019</p> <p style="text-align: right;">1</p>
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SECTION START: 8:30

● **Duration:** 30 seconds

● **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 says:** [presenters re-introduce themselves and share a brief background if necessary].
- **Facilitator does:** Ensure everyone has signed in, has materials for the day, is sitting with his or her learning team, is wearing a name tag and has their name table tent out in front of them.
- Review logistics for training (restrooms, times, breaks, lunch, etc.): our morning break will be at 10:05; lunch will be at 11:45; and afternoon break will be at 1:30.

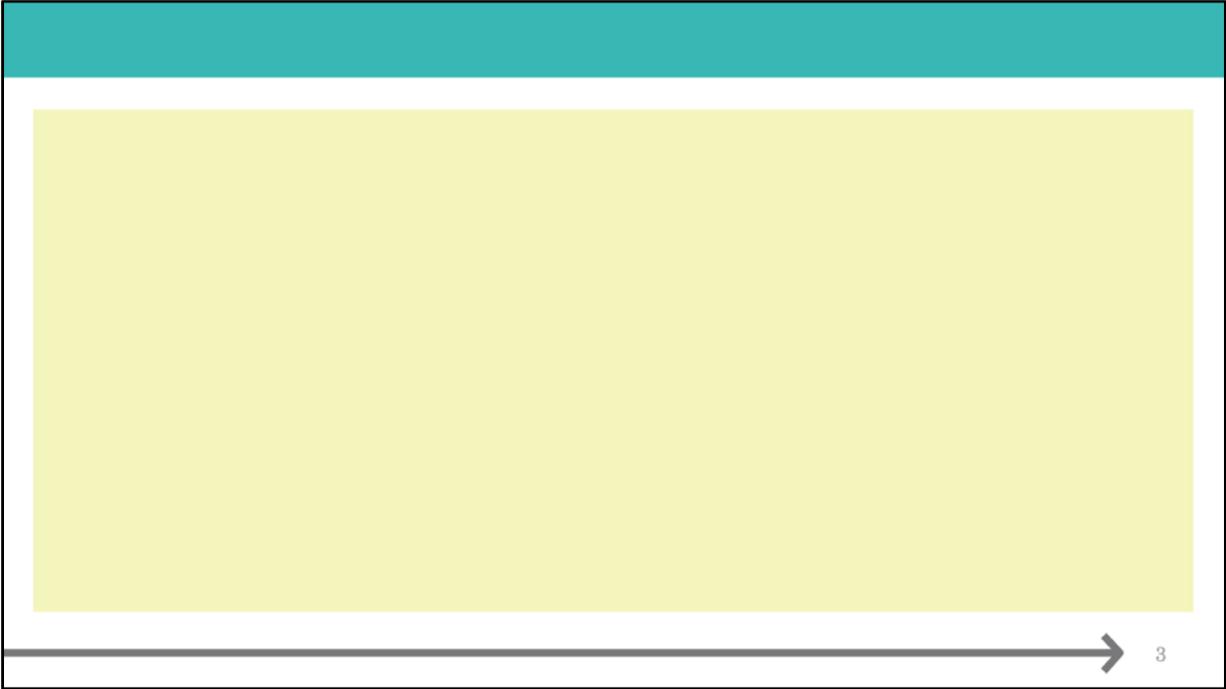
Mentor Training Course Goals

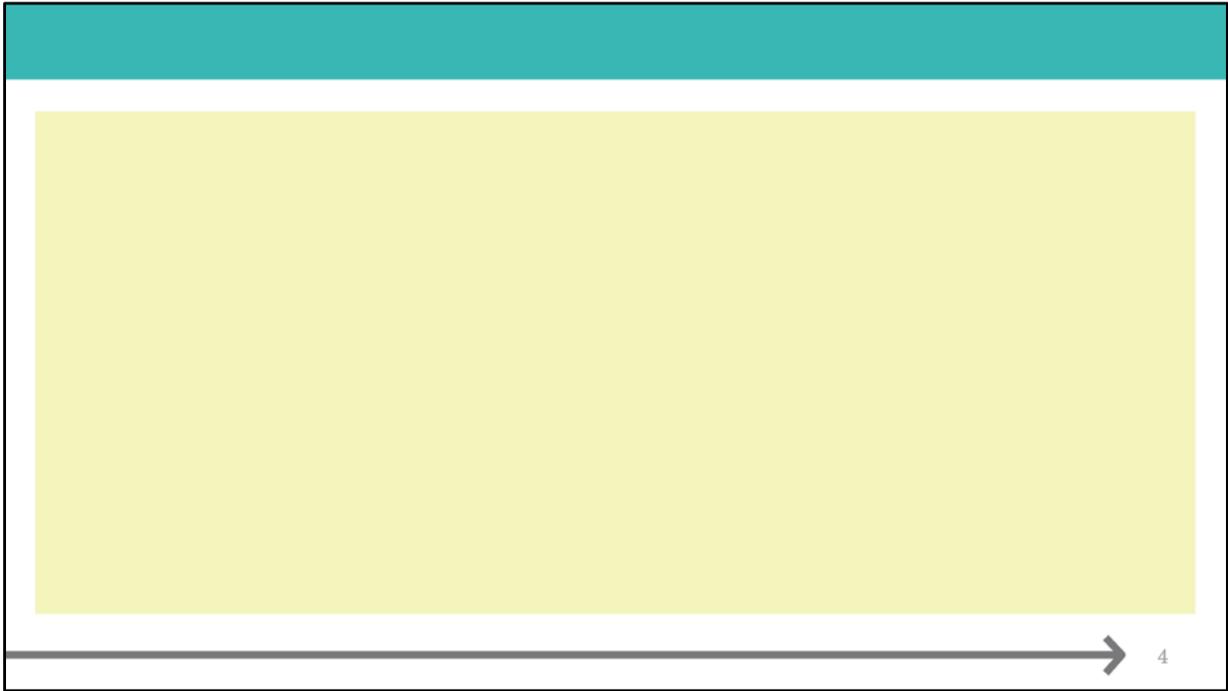
- Build strong relationships with mentees.
- Diagnose and prioritize mentees' strengths and areas for growth.
- Design and implement a mentoring support plan.
- Assess and deepen mentor content knowledge and content-specific pedagogy.

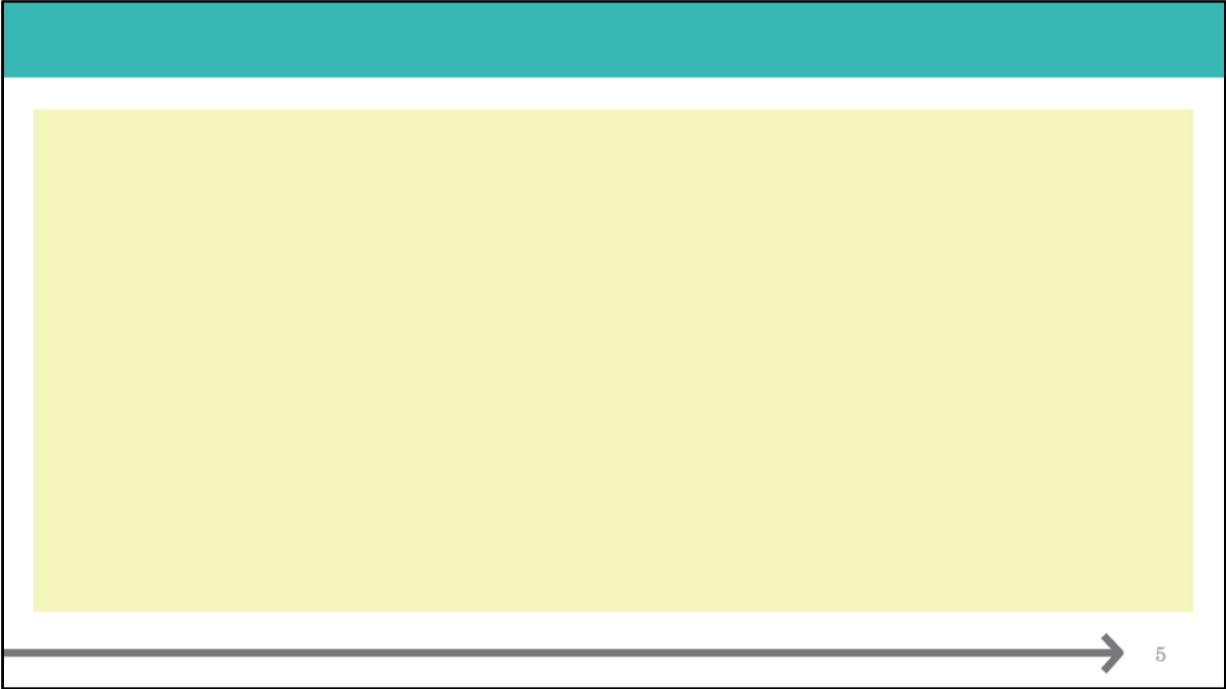


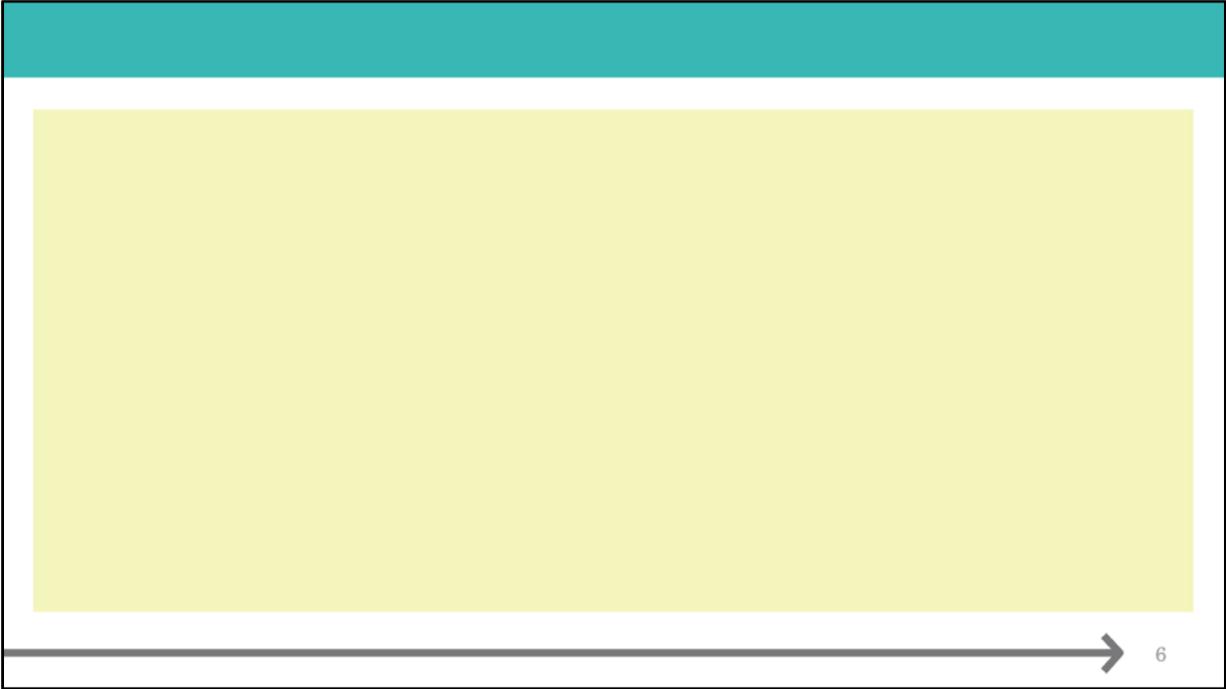
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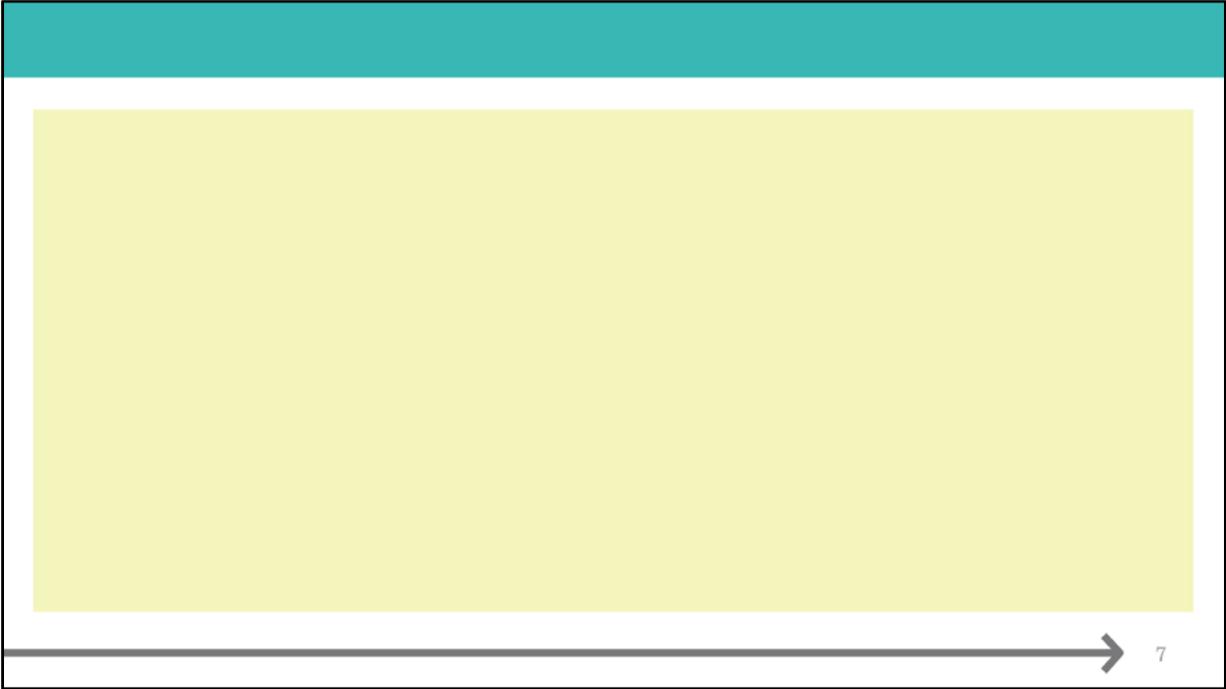
- **Duration:** 30 seconds
- **Facilitator says:** Let's just take a moment to remind ourselves about the overarching goals of the Mentor Training Course. Today's topics will focus mainly on the first goal as we learn about reflection and difficult conversations, and the fourth goal, as we learn more about ELA content and pedagogy.











You said...

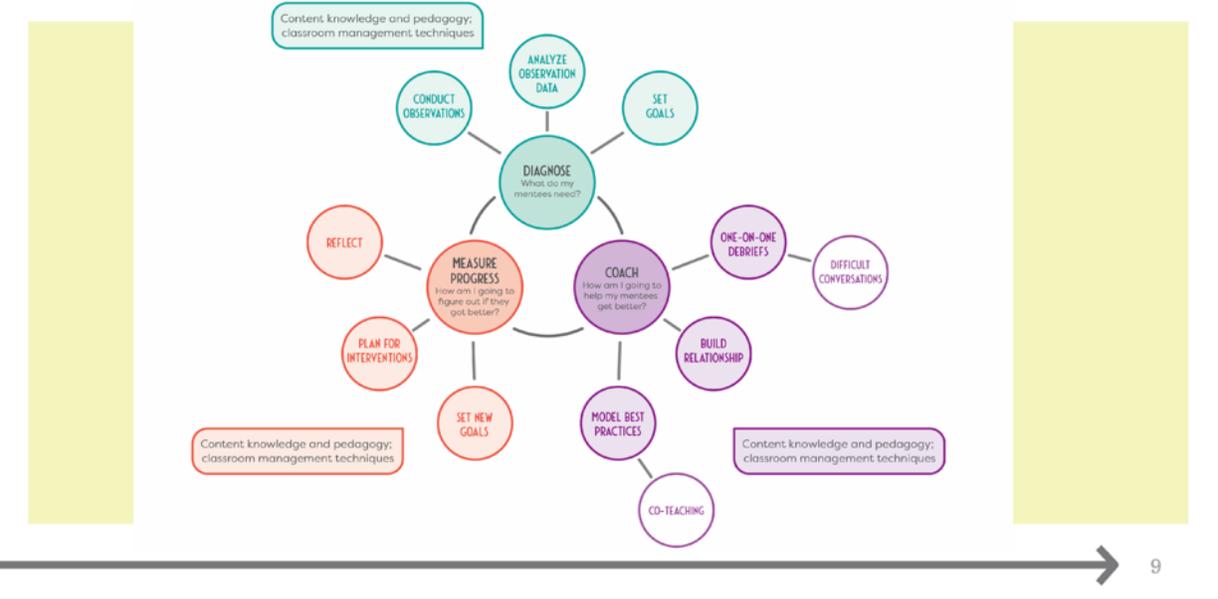


- Biggest takeaway from the day
- One question you currently have

8

- **Duration:** 5 minutes
- **Facilitator says:** We want to share what you wrote on your exit cards yesterday. These are the highlights of what you said rather than every comment. If you have a question that we have not yet answered, please see us at break or lunch to get some of our thinking.
- **Facilitator does:** read a summary of about 5-8 big ideas for each of the items. Answer questions that are appropriate to answer in the large group. Facilitators can feel free to revise this slide after reviewing exit tickets from Module 6 - remove the text on the slide and add participants' thoughts to the slide.

The Mentoring Cycle



● **Duration:** 30 seconds

● **Facilitator Says:** The mentoring cycle is on page 3 of your handout. 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'll be zooming 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.

Module 7 Morning Outcomes

- Describe the role of text dependent questions in building knowledge of grade-level complex texts.
- Explain the Guidebooks approach to writing instruction, including an overview of the three types of writing called for by the standards and included in the curriculum.

10

●**Duration:** 30 seconds

●**Facilitator says:** The state of Louisiana has invested significantly in the development of Tier 1 curriculum to ensure all educators have access to high quality curriculum and instructional materials. This investment resulted from compelling research on the impact on students when teachers work with HQ curriculum. We are committed to teachers and students having these materials – particularly our newest teachers and our teachers serving our most vulnerable students. Today’s curriculum focus is on text-dependent questions and writing.

Today's Agenda



- Welcome and outcomes
- Text-dependent questions
- Writing in the Guidebooks
- Lunch
- Reflection
- Difficult Conversations
- Connection to assessments
- Wrap-up

11

● **Duration:** 30 seconds

● **Facilitator says:** You will see our agenda on p. 4 of your packet. We will begin with our content focus on text-dependent questions and writing, then move into our mentoring focus on reflection and difficult conversations. At the end of the day, you will have time to work on the mentoring assessments.

Our Working Agreements



- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment of self and others

12

● **Duration:** 3 minutes

● **Facilitator says:** Yesterday your team made a commitment to focus on one agreement. Take 2 minutes to discuss among yourselves how well you kept that commitment. What went well and where did you struggle? Determine if you want to keep the same team commitment or focus somewhere else today.

● **Facilitator does:** Observes team conversations.

Let's Make a Date



- **Duration:** 1 minute

- **Facilitator says:** There are going to be different activities throughout today that we want you to have the opportunity to work with people that are not sitting with you at your table. You'll get plenty of time to chat with the people at your table and your shoulder partners, but it will also be nice to get up and move and gain some insights from other colleagues in the room. You'll use the same football dates as you made yesterday, so make sure you have that sheet from Module 6 handy.

Building on Our Learning So Far

THREE

big ideas that are standing out to you about mentoring for ELA instruction.

TWO

questions you have about mentoring for ELA instruction.

ONE

takeaway for your mentoring practice you have so far.

14

- **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. 5 these reflections to help you remember what we worked on yesterday and to get you prepared for more learning today. Your personal role will be for you to try to get your questions answered today and to let us know before the end of the day any outstanding questions that you still have.

The Role of Text Dependent Questions

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SECTION START: 8:50

Duration: 30 seconds

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

Section Objectives

- Understand what a text-dependent question is and the criteria for what makes a strong text-dependent question.
- Understand the criteria for strong student responses to text-dependent questions.
- Use the Student Look Fors and the student response criteria to distinguish between exemplar and non-exemplar student responses to text-dependent questions.

Duration: 30 seconds



16

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

Do Now

Independently:

- **Read** the text in your handout
- **Write** an exemplar student response to the question

Discuss with a Partner:

- What does this question require students to do?
- What does a strong student response look like for this question?

17

Duration: 5 minutes

Facilitator does: Direct participants to the text and question in the Do Now section of their handout. (p. 6) 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."

The Instructional Shifts in Literacy

1. **Complexity:** Regular practice with complex text and its academic language
2. **Evidence:** Reading, writing and speaking grounded in evidence from text, both literary and informational
3. **Knowledge:** Building knowledge through content-rich nonfiction

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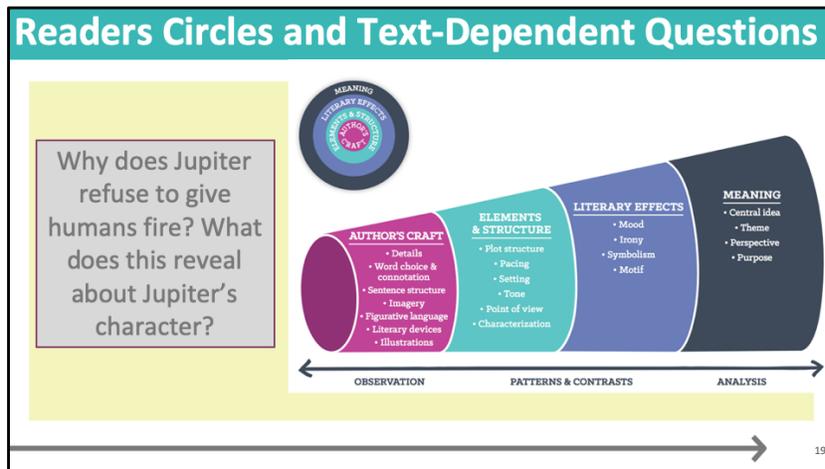
Duration: 1 minute

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.



Duration: 2 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!

Non Text-Dependent vs. Text-Dependent

In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.



What makes Casey's experiences at bat humorous?

In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.



What can you infer from King's letter about the letter that he received?

In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?



"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

20

Duration: 5 minutes

Facilitator says: Here we have examples and non-examples of TDQs. These are on p. 7 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.

What Are Text-Dependent Questions?

- Push students to rely solely on the text
- Must be traceable “back to the text”
- Can not be answered based on personal opinion or background knowledge alone

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

21

Duration: 1 minute

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 cannot be answered based on background knowledge or personal opinion alone.

What Are the Criteria for a Strong TDQ?

A Strong TDQ...

- can only be answered by reading the text.
- requires the reader to use evidence from the text to support their answer.
- is worded in a way that is accessible to all students.
- addresses important ideas, concepts, details, and structural elements in the text.
- is aligned to grade-level standards.

22

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 cannot be answered based on background knowledge or personal opinion alone.

Why Ask Text-Dependent Questions?

- Text-dependent questions help readers build meaning of a text.
- Text dependent questions act as a scaffold, supporting students in accessing and understanding texts



23

Duration: 2 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

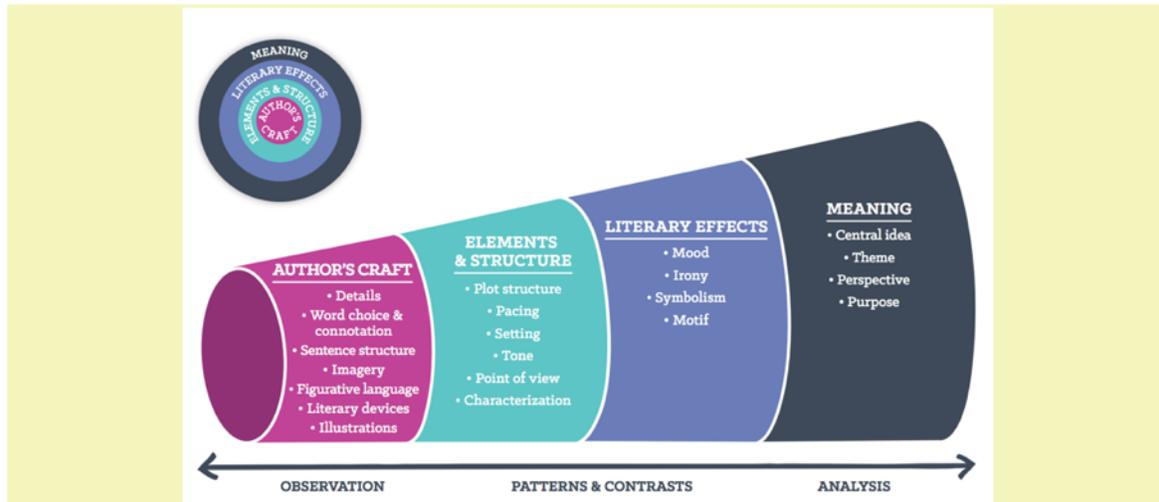
their understanding of the text.

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/>

How Do TDQs Act as a Scaffold?



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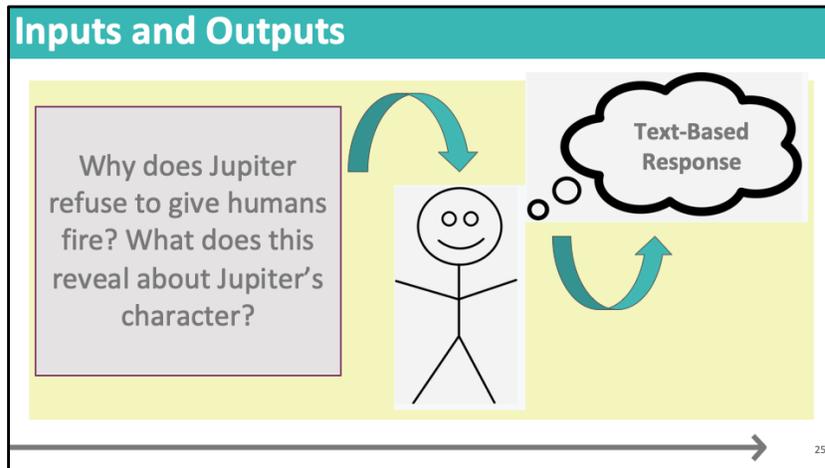
Duration: 2 minutes

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



Duration: 1 minute

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. 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

Compare Student Responses

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

- **Read** the two student responses in your handout (p. X).

Think –Pair – Share

- Which response is stronger?
- How do you know?
- What does each response tell us about what each student does or does not understand?

26

Duration: 7 minutes

Facilitator does: Direct participants to the two student responses in their handouts on p. 8. Provide 1.5 minutes of independent reading time, then click to reveal the discussion prompt and have participants discuss with a shoulder 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.

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Duration: 4 minutes

Facilitator says: There are three core criteria for a strong text-dependent response that we are going to focus on

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.

You're Not Alone!

Student Look-Fors:

- Students should understand that Jupiter doesn't want to give humans fire because he is worried about losing control. Students should explain that Jupiter fears that humankind will gain knowledge and take over the Mighty Ones. While the humans are poor and ignorant, Jupiter and the Mighty Ones thrive and are happy. This reveals that Jupiter is worrisome and not overly confident. The Mighty Ones are also very lazy and are squandering everything. As a result, the world has turned into a terrible place for humans.

- Students can use the following quotations to support their responses:

- "Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."
- "He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures."

28

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. 9. 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."

Let's Practice!

<p>What motivates Prometheus to defy Jupiter? What does this reveal about Prometheus' character?</p>	<p>Independently:</p> <ul style="list-style-type: none">• Study the "Student Look Fors" provided by the Guidebooks <p>Discuss at your Tables:</p> <ul style="list-style-type: none">• What must an exemplar student response to this question demonstrate?• What might an exemplar student response include?
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29

Duration: 5 minutes

Facilitator does: Point participants to the question and "look fors" in their handout on p. 10. Review directions and provide one minute of independent review time before clicking to reveal the discussion prompts. Have participants discuss at their tables.

Evaluate Student Responses

- **Read** each student response.
- **Discuss:** Does the student response demonstrate the key understandings outlined in the student look fors?
- **Evaluate** the student response using these three criteria.



30

Duration: 10 minutes

Facilitator does: Review directions and then point participants to the set of student responses in their handout (p. 11-13). Have participants get up and find their New Orleans Saints partner. They will work with their New Orleans Saints 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 in the notes for 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?

31

Duration: 6 minutes

Facilitator does: Invite New Orleans Saints partners to share out with the whole group. After this discussion, they can thank their partner and head back to their seats.

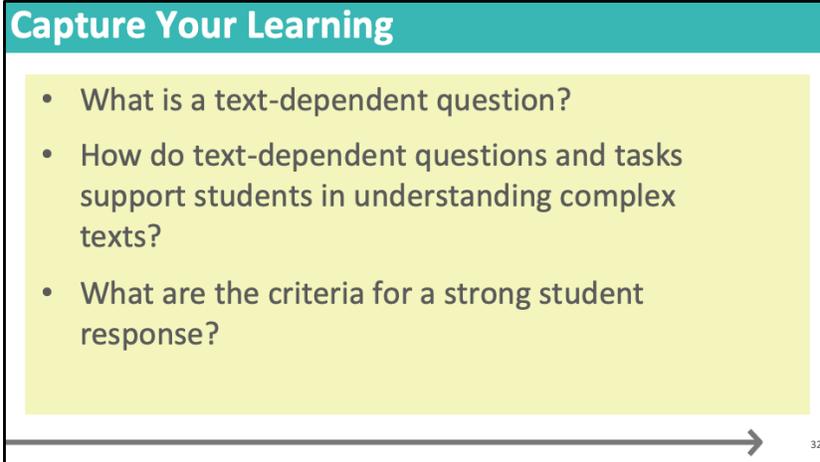
Look for:

- 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.

Capture Your Learning

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



32

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. 14)

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. 15.

Text Dependent Questions: Key Takeaways

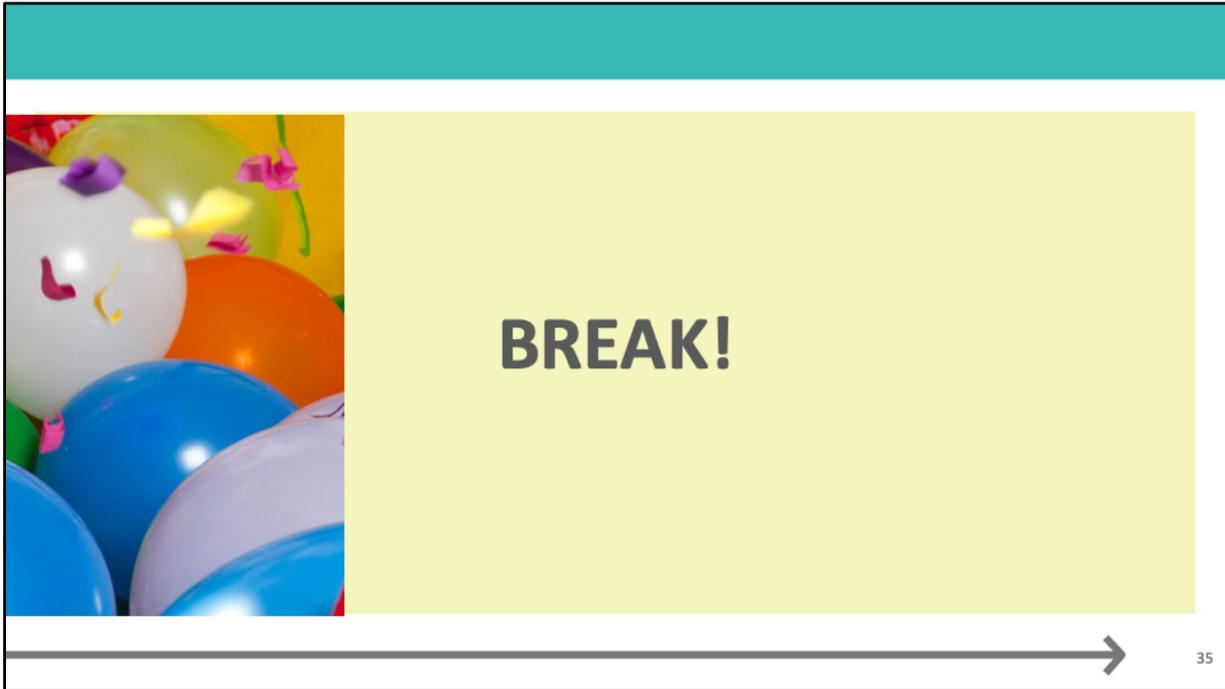
Strong text-dependent questions play a key role in building knowledge and understanding of complex grade-level texts

Understanding the qualities of strong/exemplar student responses is an effective planning strategy for preparing to teach with a complex grade-level text



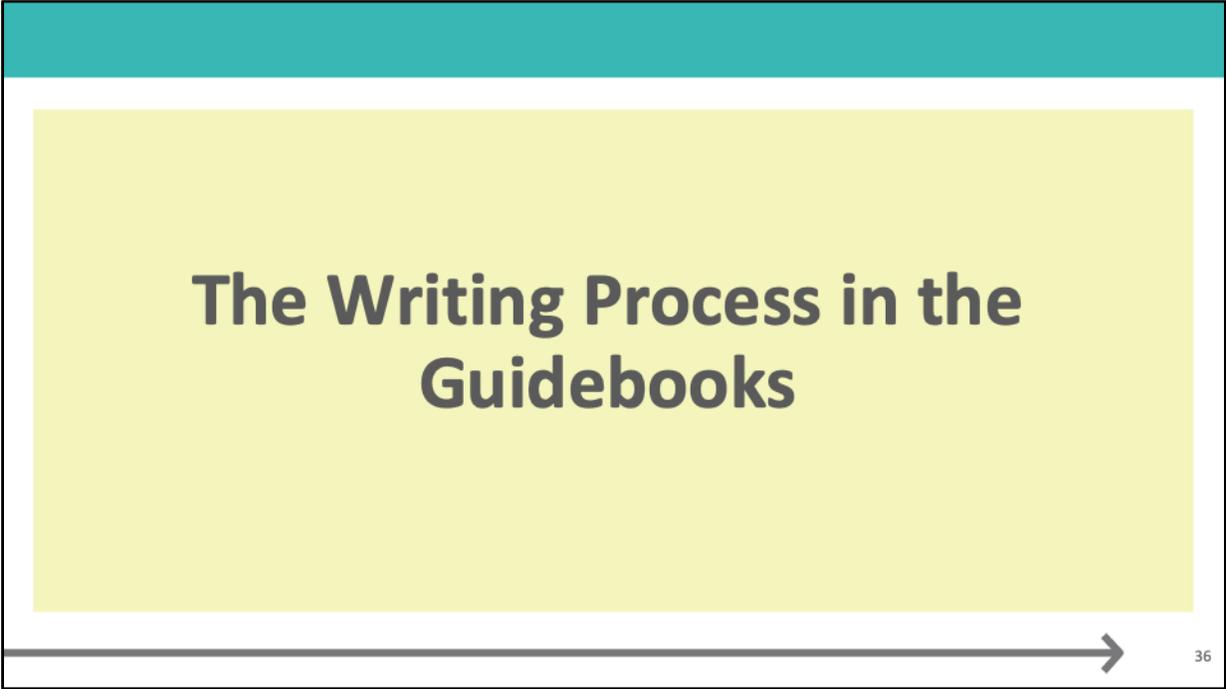
34

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



SECTION START: 10:05

●15 minutes



The Writing Process in the Guidebooks

36

SECTION START: 10:20

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

Do Now

Reflect on writing instruction in your classroom.

- What successes have you and your students experienced?
- What challenges have you and your students experienced?

Duration: 5 minutes

Facilitator does: Review directions/prompts and have participants think-pair-share. There is space in their handout (p. 16) to record their thinking. If time allows, invite 1-2 participants to share out.

Section Objectives

- Explain the Guidebooks approach to writing instruction.
- Identify evidence of content knowledge and writing skill in student writing.
- Examine and explain how The Writing Process lives in the Guidebooks.

Duration: 30 seconds

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

Three Assessment Types

- **Culminating Writing Task**

- Students synthesize the topics, themes, and ideas of the unit into a written essay.

- **Cold-Read Task**

- Students read a new text or two related to the unit topic and answer multiple choice questions, as well as write an essay.

- **Extension Task**

- Students extend what they have learned in the unit to either:
 - make connections between their learning and their lives through a narrative or personal essay
 - Make connections between their learning and the world through research

Duration: 1 minute

Facilitator says: There are 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. [Read slide]

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>

A Closer Look: The Culminating Writing Task



Culminating Writing Task Directions

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

To answer these questions:

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

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

- **Review** the Culminating Writing Task
- **Summarize:** What does this task require students to know and be able to do?

40

Duration: 4 minutes

Facilitator does: Review directions and point participants to the example of a Culminating Writing Task (p. 17). After a minute of independent review time, have participants discuss the second bullet with a shoulder 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>

Vision of Excellence



Culminating Writing Task Exemplar Student Response #2

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

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

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

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

(LearnZillion, 2017)

- **Read** the exemplar student writing
- **Look For** evidence of the student's:
 - Content knowledge (Comprehension of the text and topic)
 - Writing skill/craft

41

Duration: 5 minutes

Facilitator does: Point participants to the exemplar student writing in their handouts (p. 18). 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>

Let's Discuss!

- What does this student's writing demonstrate about their:
 - Content knowledge (text and topic)?
 - Writing skill and craft?
- Think about the backwards design principles we've uncovered about the Guidebooks. What will students need to learn in order to be successful on this task?

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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

The Traditional Writing Process

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

1. Pre-writing
2. Writing
3. Revising
4. Editing
5. Publishing

43

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. 19). 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 focus 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.

The Guidebooks Approach to Writing Instruction

- What do you notice about the Guidebooks Writing Process? What's different?
- Why is this important?



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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 yesterday and today 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? You can do this on page 19 of your handout.

Facilitator does: After providing 1-2 minutes of thought time, 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>

Two Big Goals

Each unit focuses on two instructional goals for developing students' ability to write:

- 1) Students must have knowledge and understanding to write something meaningful.
- 2) Students must have skills to express their understanding clearly and coherently.

45

Duration: 1 minute

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!

Getting Ready to Analyze the Writing Process

<https://learnzillion.com/resources/78764-flowers-for-algernon>

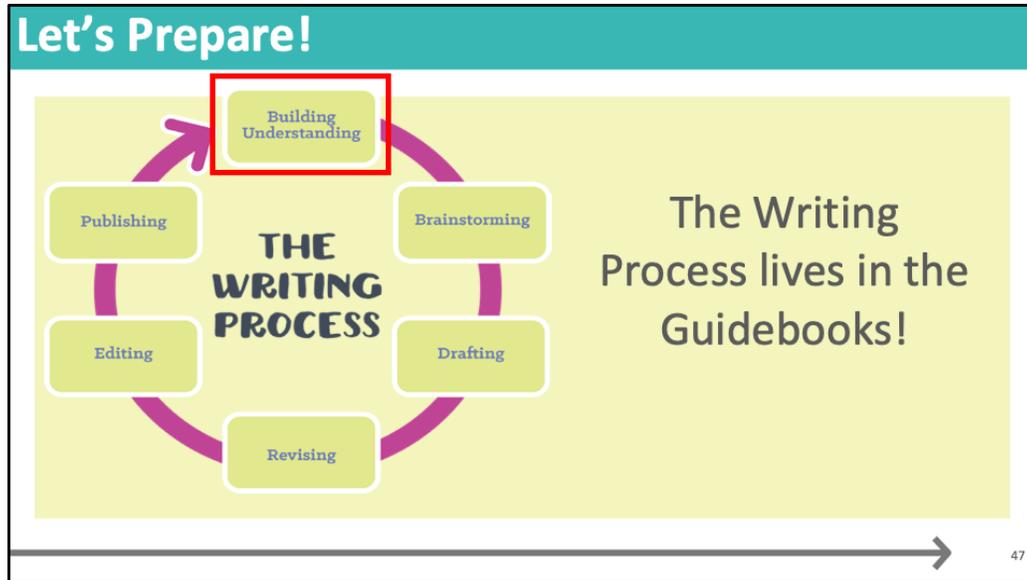
46

Duration: 2 minutes

Facilitator says: Next we're going to analyze the writing process in a Guidebook unit - Flowers for Algernon. In a minute, I need you to please get up and find your Atlanta Falcons partner. When you go, bring your note catcher packet and something to write with with you. Also as you are getting settled with them, please make sure that one of you has a device - laptop, ipad, chromebook, etc. - with you to access the Guidebooks unit online. If you meet up with your partner and neither of you has a device with you, please give us a signal and we'll help you switch up with another partnership to ensure that every partnership has a device. As part of getting settled, please navigate to the Flowers for Algernon unit page - the web site address is on this slide.

Facilitator does: Support partners in getting settled and navigating to the correct web page.

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



Duration: 1 minute

Facilitator says: For the rest of this section we are going to explore how The Writing Process unfolds in our example unit (Flowers for Algernon). We've had you navigate to the Flowers for Algernon Guidebook unit to study it. Our purposes here will be 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 individual lessons specifically address a number of writing skills that will prepare students to be successful with the writing process, but at this point you'll just be looking at the lesson descriptions - you don't have to open and look at individual lessons. We're going to use the "Examine the Writing Process in the Guidebooks" page to guide our work.

Facilitator does: Point participants to the "Examine the Writing Process in the Guidebooks" section of their handouts on page 20. 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 the 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.

Building Understanding

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

Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie’s life and distinguish your claim from opposing claims.

How do the lessons support students in building understanding?

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Duration: 9 minutes

Facilitator says: Let’s take a moment to re-read the CWT prompt.

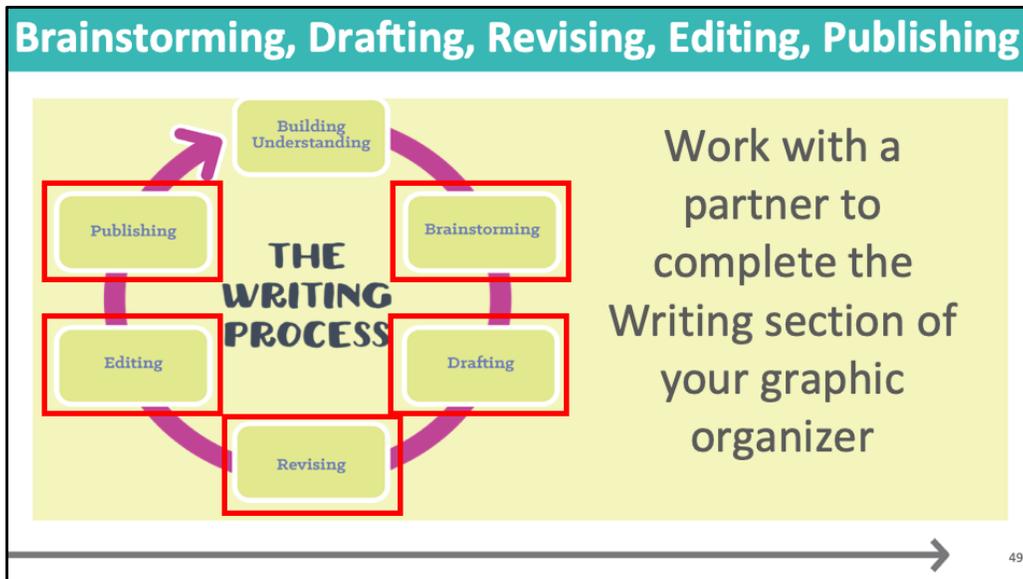
Facilitator does: Provide wait time for participants to read the prompt to themselves or have a volunteer read it aloud. Emphasize that participants should keep this specific prompt in mind when they go back to review the lessons. Have participants work with their Atlanta Falcons partner to complete 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.”



Duration: 11 minutes

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

Facilitator does: Have participants continue to sit with their Atlanta Falcons partner. Direct participants to the Brainstorming - Publishing steps/sections 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

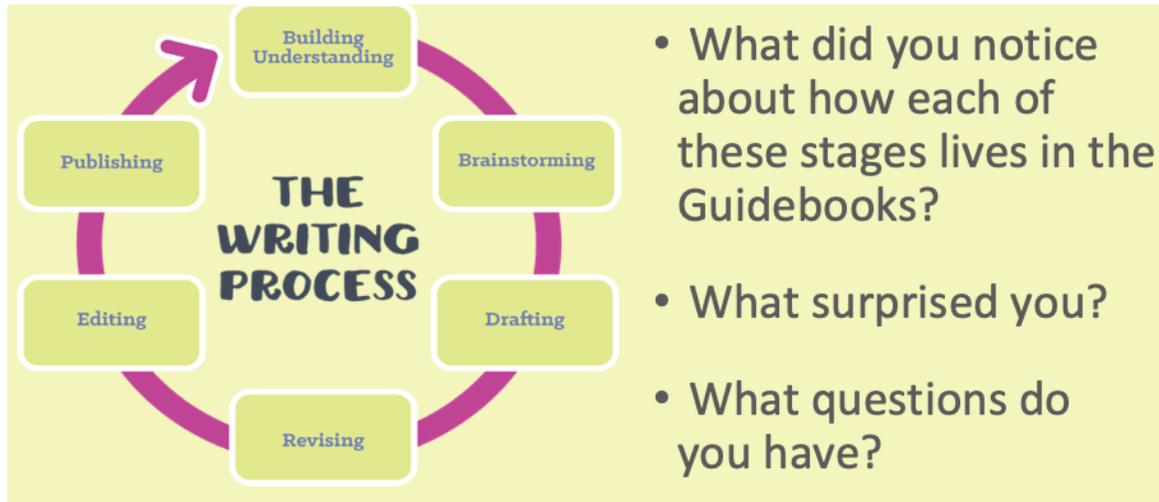
Look for: Observations will vary, but key points are listed below:

- **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>

Let's Discuss



- What did you notice about how each of these stages lives in the Guidebooks?
- What surprised you?
- What questions do you have?

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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. After the discussion, have participants thank their partner and return to their regular seat.

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>

Key Takeaway

The Guidebooks writing process supports students in learning how to express their understanding of a text through writing.

Having a strong understanding of the role of text dependent questions and writing instruction increases the mentor's ability to coach their mentee's ELA instruction.



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

Capture Your Learning

A colleague who has heard the term “writing process” – but is new to the Louisiana Guidebooks - wants to know what the “writing process” means in the Guidebooks.

Briefly describe The Writing Process in the Guidebooks and explain how this is different from the traditional “writing process.”

Duration: 5 minutes

Facilitator says: Before we wrap up for the morning, it’s important that we summarize and capture learning from our morning. 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. 23), 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. 24).

Connection to the Teacher Competencies

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SECTION START: 11:35

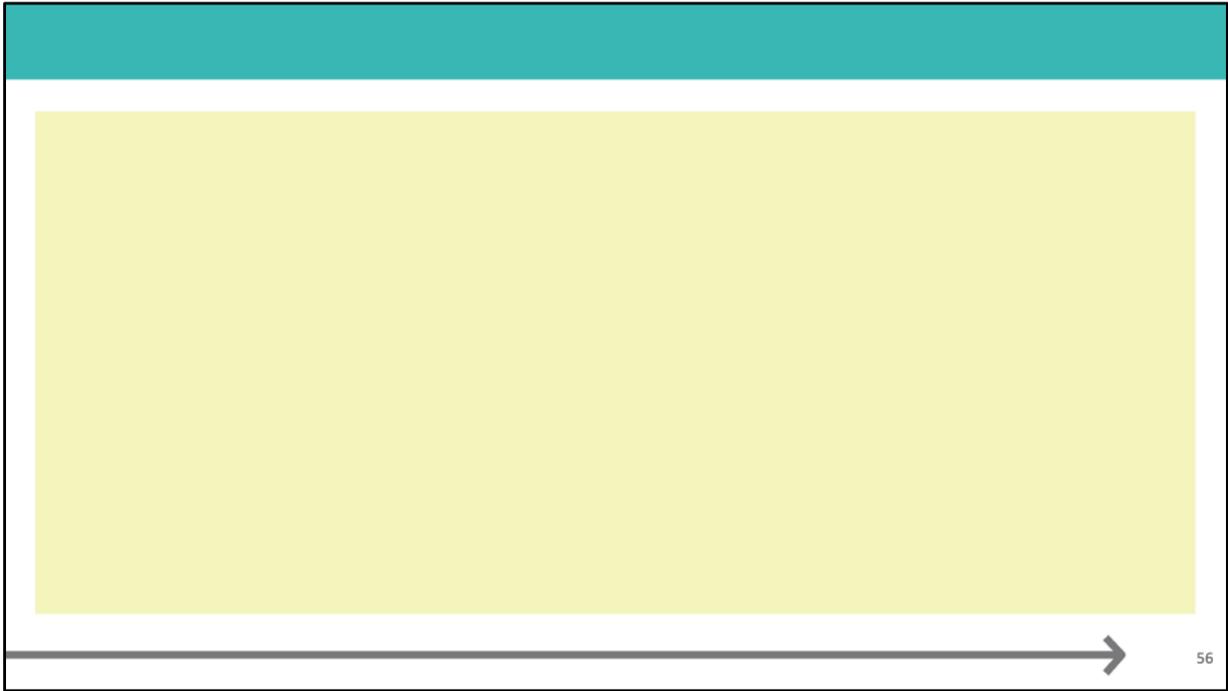
- **Duration:** 10 minutes

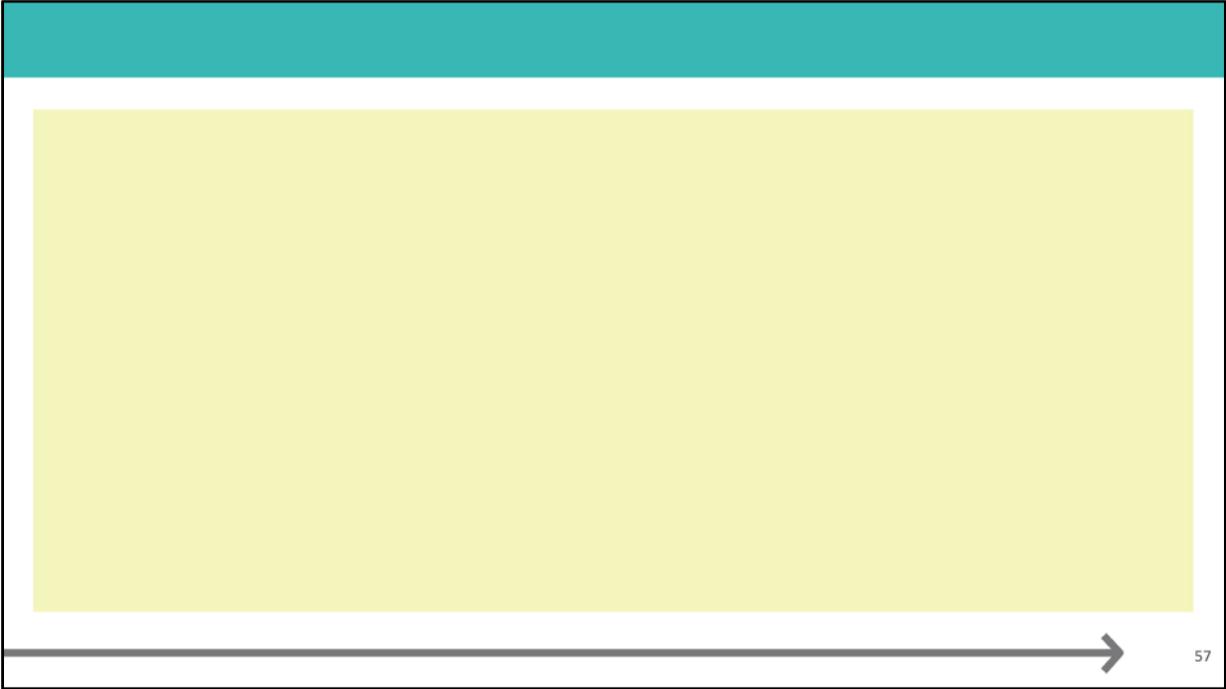
Teacher Competencies

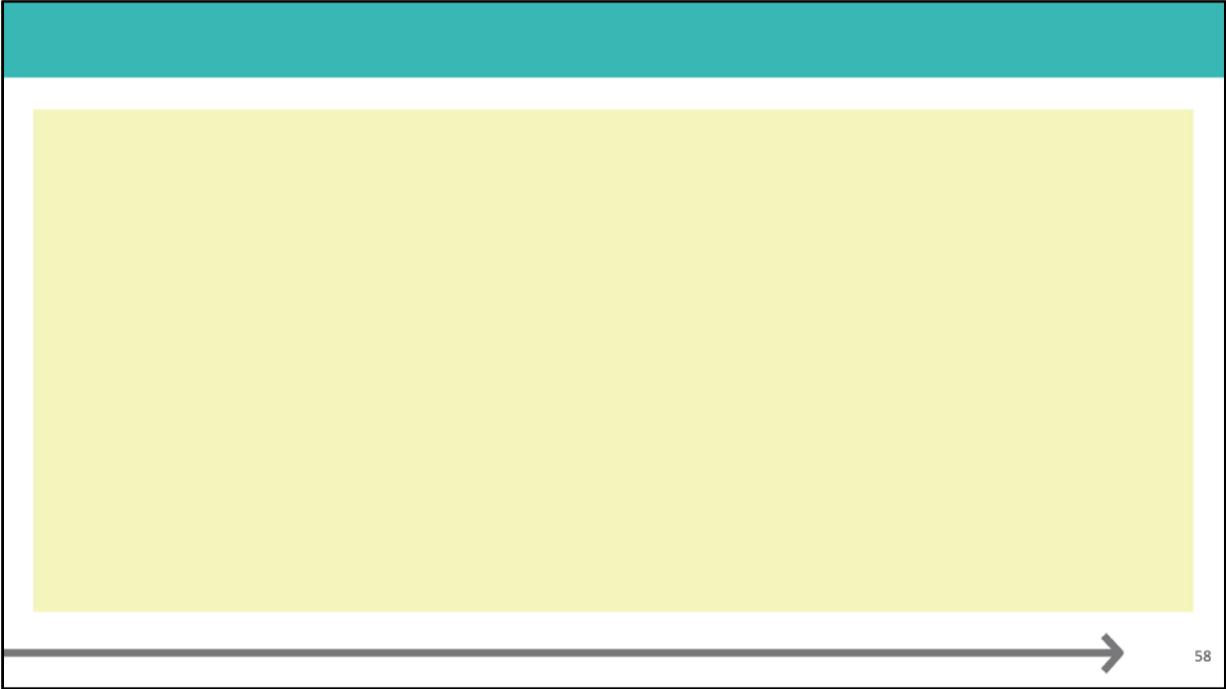
- Examine the ELA and Literacy Teacher Preparation Competencies (pp. 6-10) and note alignment between the competencies, text-dependent questions, and writing
- Where in the competencies are these practices evident?
- Be ready to explain.

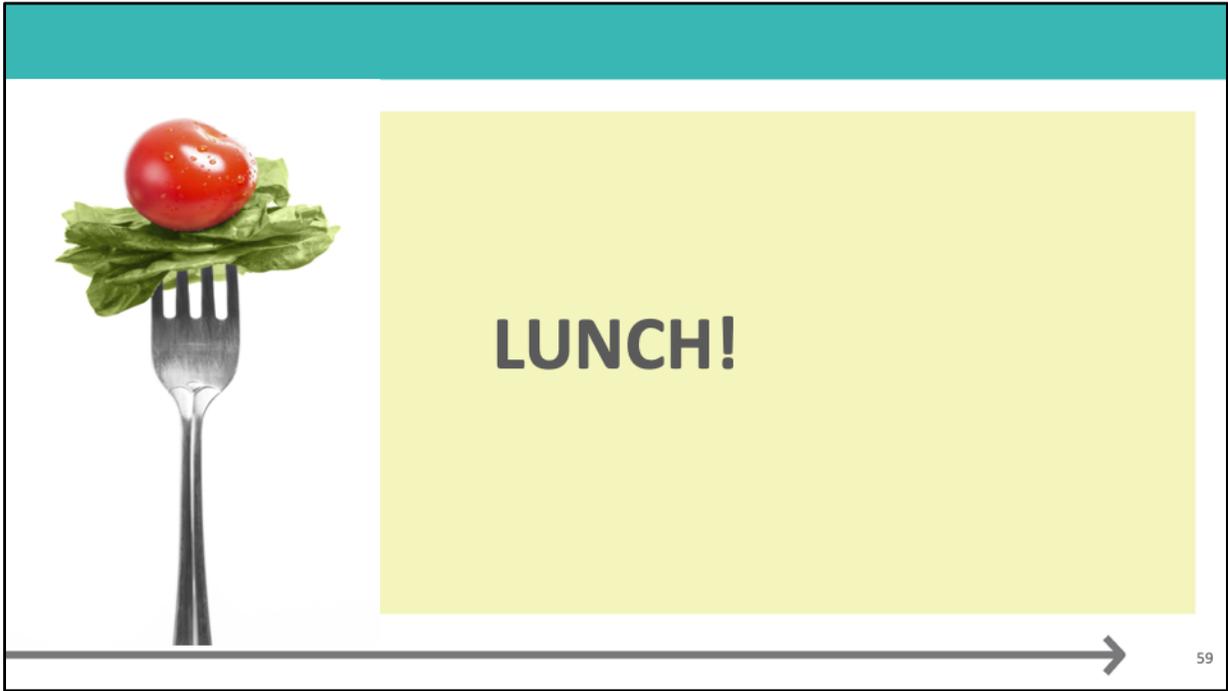
55

- **Duration:** 7 minutes
- **Facilitator says:** Pull out your Teacher Preparation Competencies document. In just a moment, I'm going to ask you to stand up with your Competencies and a writing utensil and meet up with your Carolina Panthers partner. Together, you will examine the ELA and Literacy Teacher Preparation Competencies. Your task is to identify specific competency areas where the practices we've learned about this morning are evident.
- **Facilitator does:** Give participants time to review the literacy competencies. Then solicit sharing from participants.
- **Note:** If any participants do not have their teacher preparation competencies with them, they can access them on <https://www.louisianabelieves.com/>



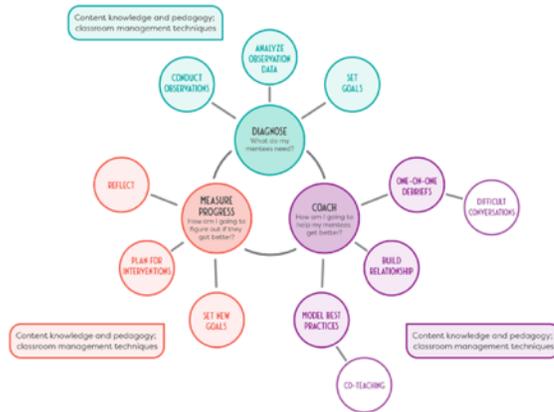






SECTION START: 11:45
● **Duration:** 45 minutes

The Mentoring Cycle



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● **Duration:** 30 seconds

● **Facilitator says:** Remember, all of our work is grounded in the mentoring cycle.

Module 7 Afternoon Outcomes



- Engage mentee in reflection on practice.

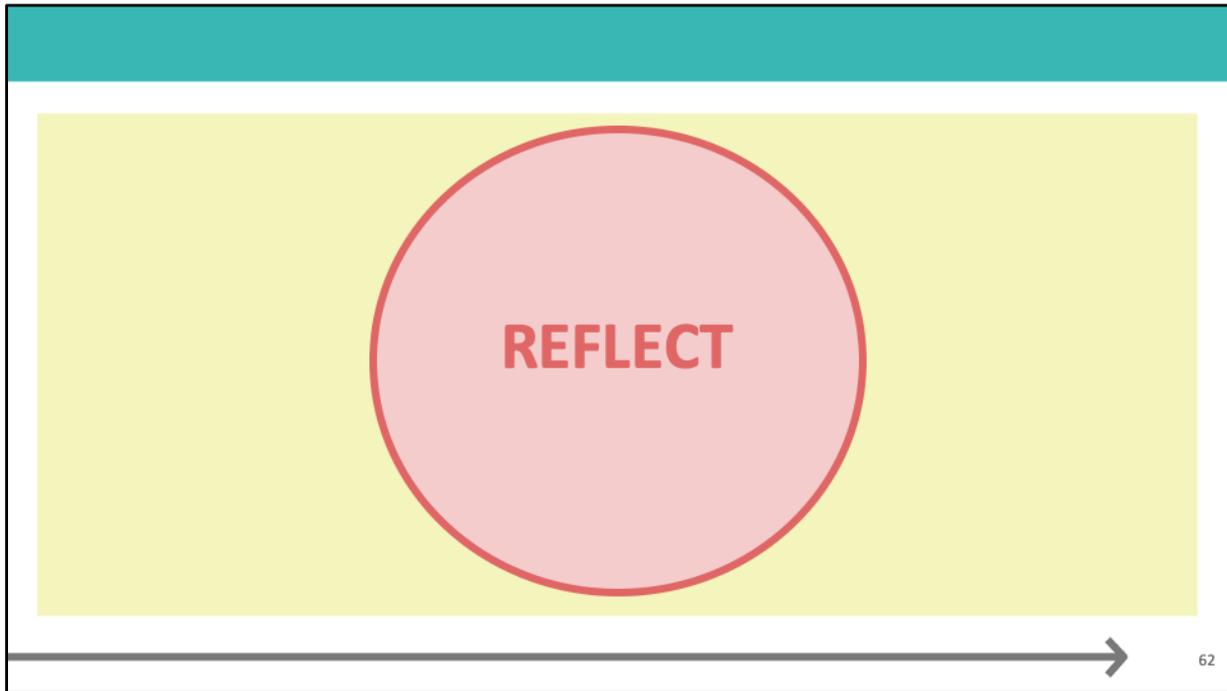


- Facilitate difficult conversations using the “Opportunity Conversation” protocol.

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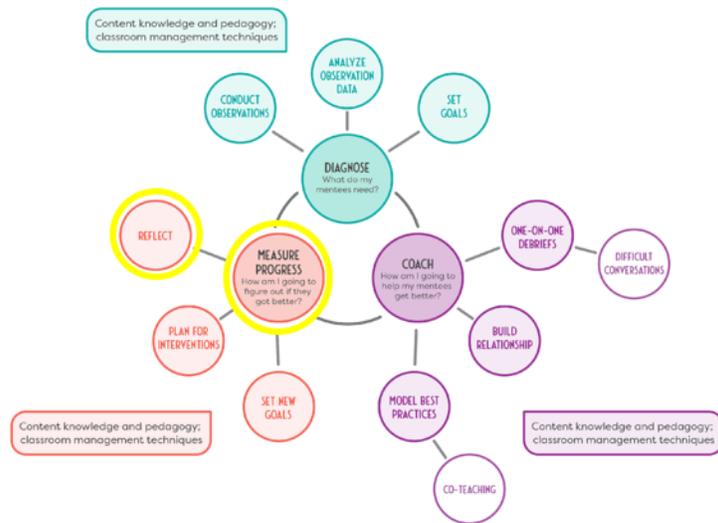
● **Duration:** 2 minutes

● **Facilitator says:** During this afternoon, we will focus on two mentoring outcomes.
[read slide]



- **Duration:** 30 seconds
- **Facilitator says:** Yesterday in Module 6, you learned several important parts of Measure Progress - how to analyze your mentee's growth, set new goals, and plan for further interventions. Today, we're going to learn about an important component of the measure progress work - engaging your mentee in reflection on their practice.

The Mentoring Cycle



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- **Duration:** 30 seconds
- **Facilitator says:** Reflecting is the final step in the mentor cycle, and an important practice to have your mentee engage in before beginning the cycle again with them.

Reflect: 3 Key Components

- Facilitate reflective conversation
- Engage in self-reflection
- Celebrate wins and determine areas of growth

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- **Duration:** 1 minute
- **Facilitator says:** Today, you'll learn how to facilitate a reflective conversation with your mentee and help your mentee engage in self-reflection to help them celebrate their wins and determine their areas of growth. We will revisit Reflect during Module 9, where you will practice your own self-reflection and celebrate your wins and determine your areas of growth as a mentor.

The Three Levels of Text Protocol

1. Get together in groups of three. (2 minutes)
2. Assign one person to be the timekeeper. (1 minute)
3. Independently read the pieces on reflection and identify several passages that stand out to you because they have implications for your mentor practice. (10 minutes)
4. One person shares the following three levels of thought about the text. (3 minutes)
 - LEVEL 1: Read aloud a passage you have selected.
 - LEVEL 2: Say what you think about the passage (interpretation, connection to past experiences, etc.).
 - LEVEL 3: Say what you see as the implications for your work.
5. The group responds to what has been said. (2 minutes)
6. Repeat steps 4 and 5 for the remaining group members, not duplicating a passage that has already been shared. (10 minutes)
7. Discuss and summarize the implications for your work and be ready to share. (5 minutes)

- **Duration:** 40 minutes
- **Facilitator says:** So let's jump right in! Why is reflection a component of the mentor cycle? Why is it an important practice to engage in? We're going to engage in a reading and discussion of two short pieces to learn why self-reflection is a powerful learning tool - for all people, in all situations, not just for mentors. We've deliberately chosen pieces that are about the power of reflection itself, not only on reflection in teaching or in the classroom. The two pieces have very different approaches to the concept of reflection, to help us build understanding of this practice from two different angles. The first piece tackles reflection from a quantitative research and business perspective. The second piece tackles reflection from a feeling and believing perspective. We're going to use The Three Levels of Text Protocol from the National School Reform Faculty to deepen our understanding of the practice of reflection and explore the implications for our work. The steps in this protocol can be found on page 26 of your packet. They are also on the slide for you to refer to as you proceed through the protocol. Note that you need to stick to the time limits, and be careful of air time during the brief group response segment so that everyone in your group has the opportunity to participate. In addition, the reason you will select several passages but only share one is to ensure that everyone shares a different passage - if someone

who goes before you shares the passage you have chosen, share one of your other selections. You'll share across both texts, but it's fine if all three of you happen to all share passages from one text - that just means that that is the one that spoke to your group the most! (Note: texts are on p. 27-29 and p. 30-32 of the handout)

- **Facilitator does:** Sit in on text discussions, participating as needed to prompt and guide the discussions and to keep timekeepers moving through the protocol. Listen for particularly compelling implications for mentoring practice and ask those mentors to share out to the whole group at the end of the protocol. Take 5 minutes for whole group sharing. Have participants return to their spots.

When to Engage Your Mentee in Reflection



- At the end of each mentor cycle, when you're deciding to move on to another goal or do further work on the same goal
- At the end of the school year when you're wrapping up your formal relationship

- **Duration:** 2 minutes
- **Facilitator Says:** As you just discussed in the protocol, reflection is not a “one and done” practice. It’s a practice you’ll want to engage your mentee in regularly to help them consolidate, understand, and celebrate their learning and to help the two of you determine where to focus learning next
- There are two specific times you’ll want to engage your mentee in reflection. The first is at the end of each mentor cycle, every time you engage in a cycle with them, when you are deciding to move on to a new goal or do further work on the same goal. The second is at the end of the school year when you and your mentee are wrapping up your formal relationship and they are getting ready for another year of teaching without your formal guidance.

Engage Your Mentee in Reflection

What is a specific skill or area that your mentor has helped you improve in? How do you know that you have improved in this skill or area?

Which supports were most critical in meeting your needs as a new or resident teacher?

What are your goals to continue to improve in this area?

- Read through the mentee self-reflection sheet.
- Independent plan: When and how will you engage your mentee in self-reflection? (5 minutes)

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- **Duration:** 6 minutes
- **Facilitator Says:** When engaging your mentee in reflection, you'll need to build on the relationship pieces you have already put in place to determine how reflection will work best for your mentee. Turn to page 33 in your packet. This is a sheet that you can use to engage your mentee in self-reflection. You can photocopy it to use back at school with your mentee. It aligns to both the best practices of reflection that we learned about in the articles and aligns to the reflection expectations of the assessments. Think about your relationship with your mentee, the mindset your mentee has displayed so far, and the logistics of your mentoring practice. When and how will you engage your mentee in self-reflection? You can use the questions on page 32 of your packet to make your plan.
- **Facilitator Does:** Ask participants to read through the sheet and take 5 minutes to plan on their own when and how they will engage their mentee in self-reflection.

Engage Your Mentee in Reflection



- Whip-around: Share one aspect of your plan with your table
- Table discussion: How will engaging in reflection with your mentee help you to be a more effective mentor?

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- **Duration:** 11 minutes
- **Facilitator Says:** Now, you're going to choose one aspect of your plan to share with your table. Choose one person to start and whip-around your table with each person sharing one aspect of your plan. Then, transition to the table discussion prompt on the slide: how will engaging in reflection with your mentee help you to be a more effective mentor? You'll have 10 minutes to both share and discuss.

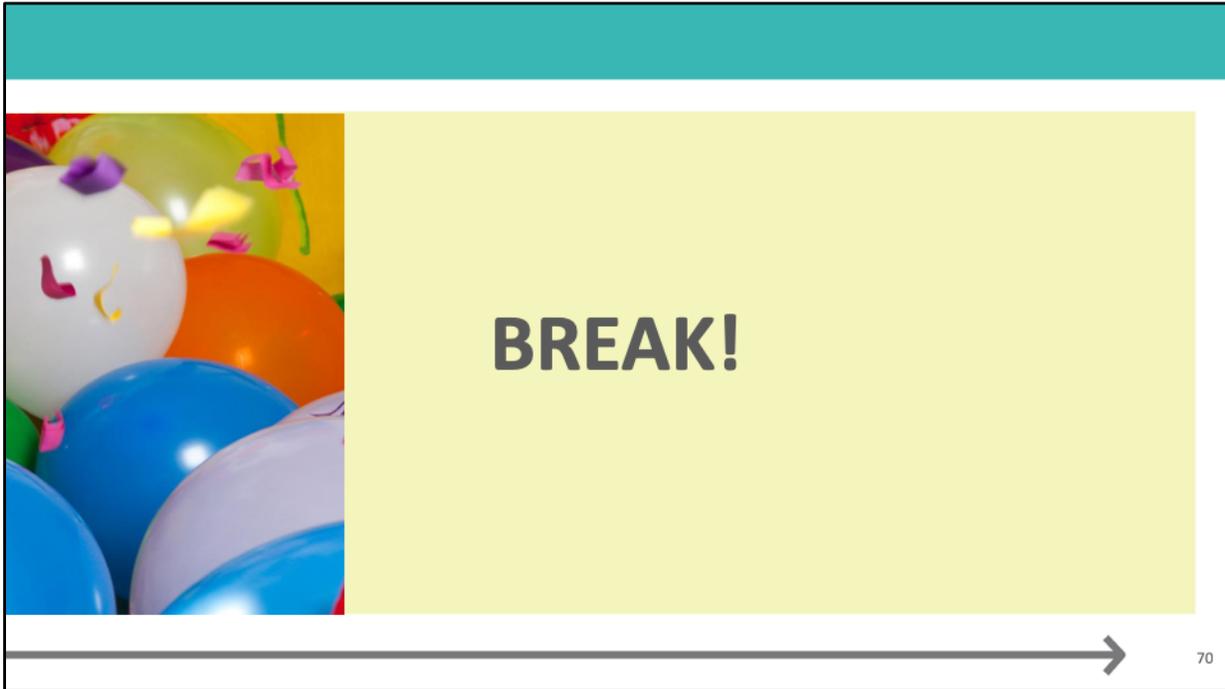
Key Takeaway

Engaging in self-reflection is an effective strategy for consolidating, understanding, and celebrating learning and for determining where to focus learning next.



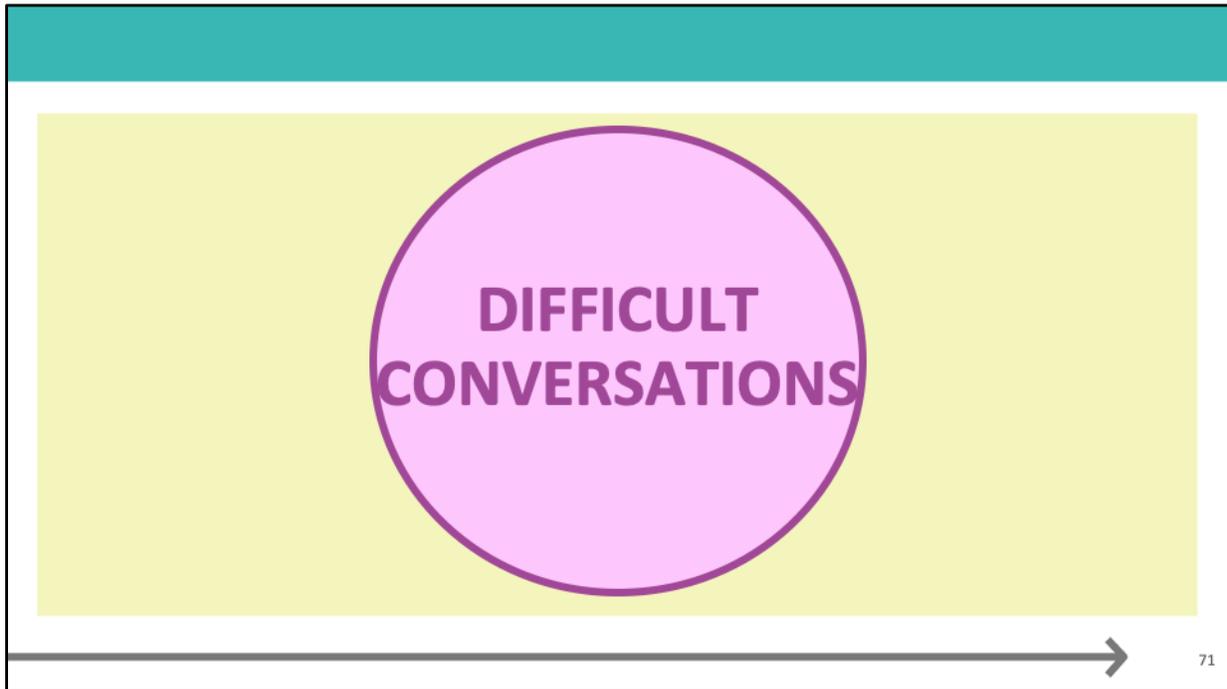
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- **Duration:** 1 minute
- **Facilitator says:** Remember, the reason we engage in reflection is [read slide].



SECTION START: 1:45

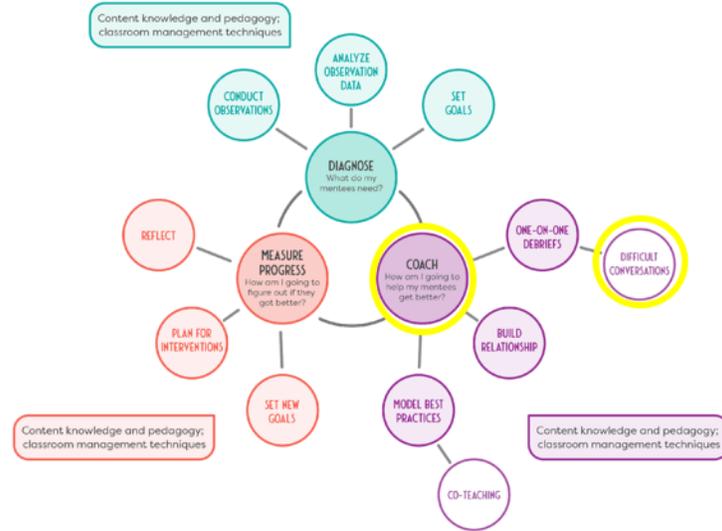
●**Duration:**15 minutes



SECTION START: 2:00

- **Duration:** 1 minute
- **Facilitator says:** Welcome back from the break. We're now going to return to a topic that first came up when we discussed debriefing - difficult conversations. This was an area that folks brought up as an area of concern. 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.

The Mentoring Cycle



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- **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!

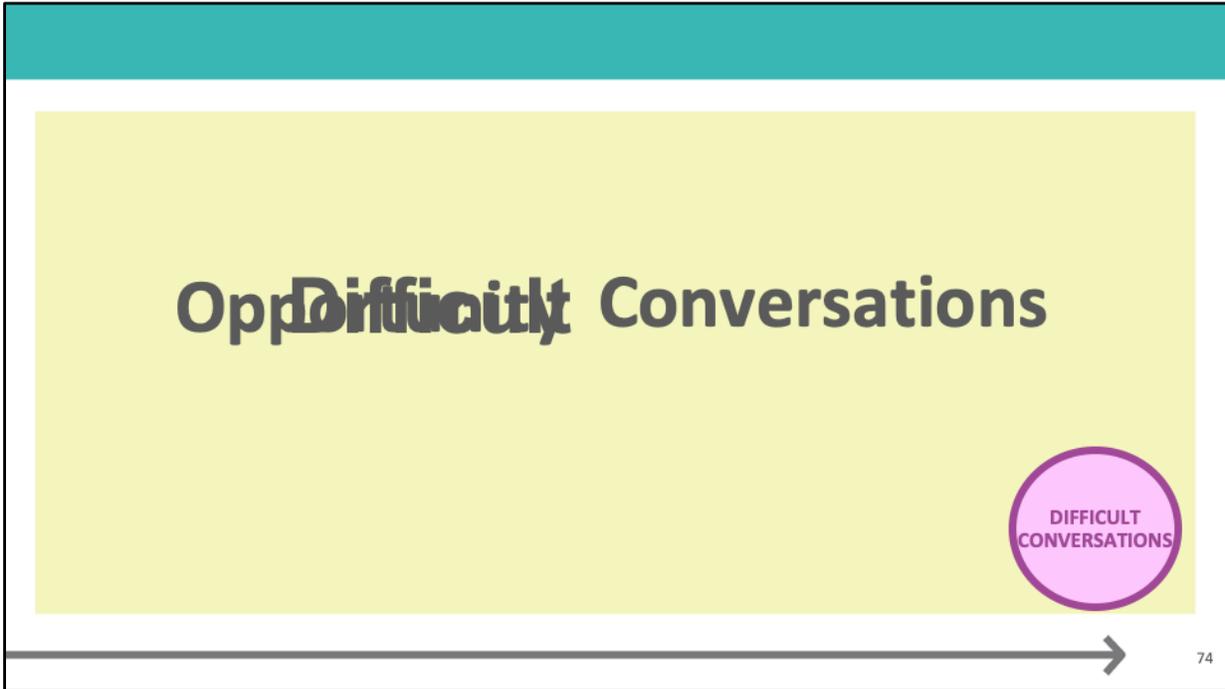
Difficult Conversations: 3 Key Components

- See difficult conversations as important opportunities
- Use the “Opportunity Conversation” protocol to structure difficult conversations
- Plan for engaging in Opportunity Conversations with your mentee



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- **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.

Guiding Questions

- What is a difficult/opportunity conversation?
- What kinds of topics might be difficult for mentors to talk about with mentees?
- How do mentors prepare for a difficult/opportunity conversation?
- What process can mentors use to structure difficult/opportunity conversations?
- How are my views about difficult/opportunity conversations changing?



75

● **Duration:** 1 minute

● **Facilitator says:** The guiding questions we will answer about difficult conversations are on p. 35. Take a minute and read through them. Tell the person sitting next to you which questions are most interesting to you.

Difficult Opportunity conversations are . . .

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



76



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.35.

Facilitator does: Animates the slide to show the definition.

Example Topics

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 their mentees?



Duration: 5 minutes

Facilitator says: In your packet on pg. 35 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? You can jot your ideas in the table.

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.



78



● **Duration:** 1 minute

● **Facilitator says:** So given the potential risks in engaging in these conversations, why bother? Wouldn't it be so much easier to just avoid them? (haha)

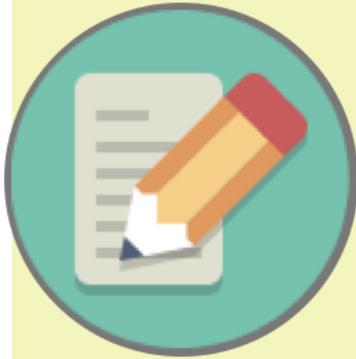
● But in reality, we all have difficult conversations that are a routine part of our days as people and as professionals. Whether these conversations are with students, colleagues, parents, supervisors, etc., we can support mentees in developing capacity to have these conversations by modeling them, 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:** Click to animate and read slide

Let's 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?



● **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. 36 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?

Difficult Conversations: 3 Key Components

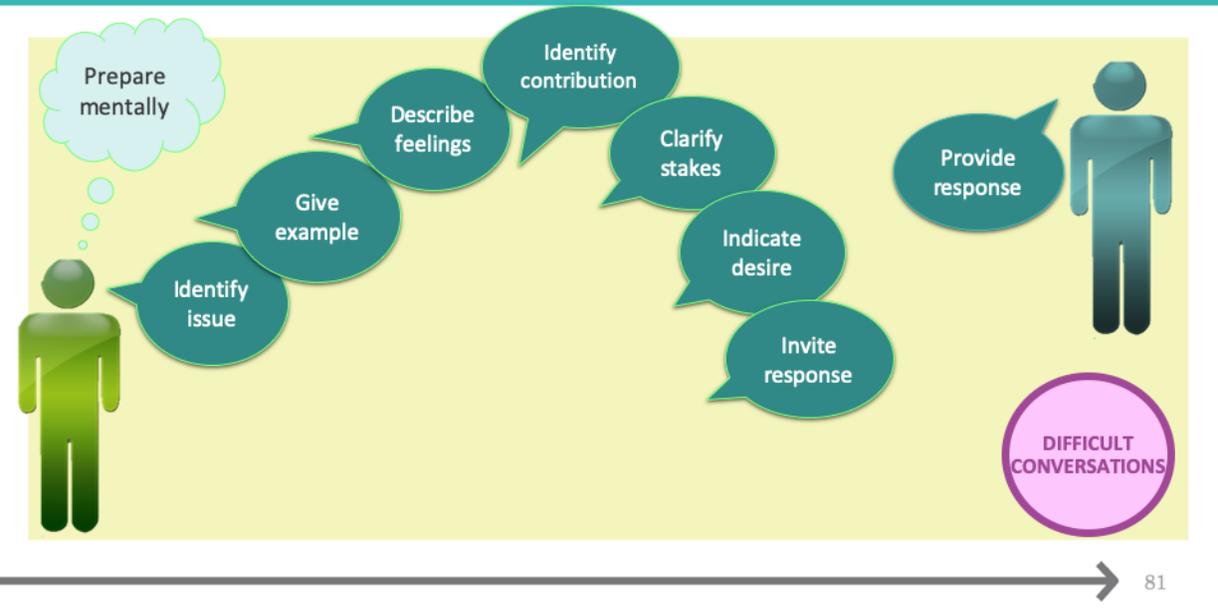
- See difficult conversations as important opportunities
- Use the “Opportunity Conversation” protocol to structure difficult conversations
- Plan for engaging in Opportunity Conversations with your mentee



80

- **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.

“Opportunity” Conversations Protocol



- **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. 37 of your handout. Let’s first talk through the steps. As I describe each step to you, you’ll see that next to it in your packet is a blank space. While I’m talking for each step, sketch a quick doodle of a symbol or visual that represents the step and that will help you remember what happens in that step. This will help you internalize and remember the steps of the protocol.
- 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

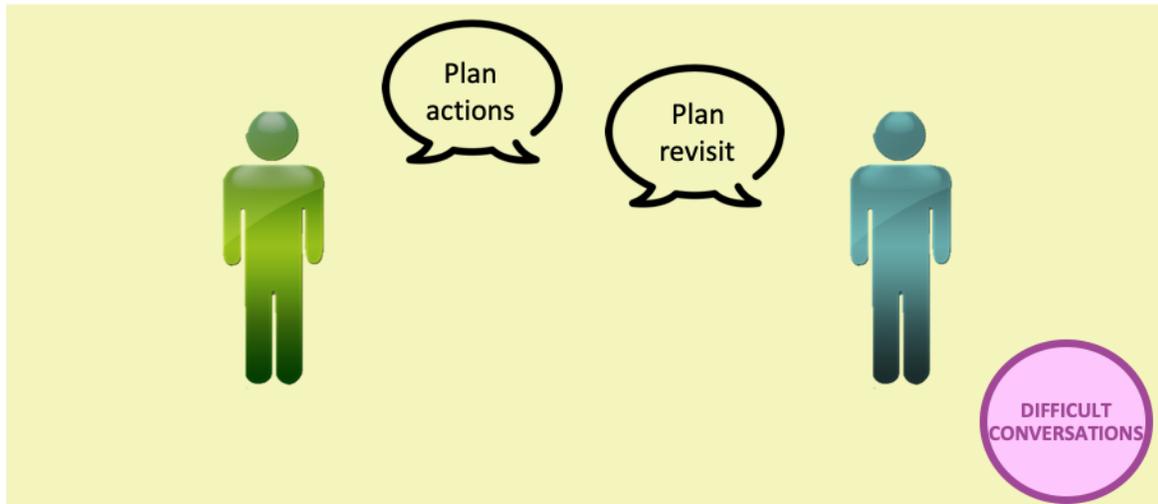
conversation, meaning do you know how you have contributed to the situation, are you ready to take responsibility, and can you envision what is in it for your partner? Have you considered first what you can do to alter the situation and yourself before you ask another person to change? You'll also want 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 informational 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 and identify how you are contributing to the situation. 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 something serious like, "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." That would be a very different reason for being on her phone during a lesson than that she was checking instagram!

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

“Opportunity” Conversations Protocol



82

- **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 may be 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 if 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 that this is happening 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.

The Protocol in Action



Read the transcript:

- What do you notice about each step?
- What do you want to keep in mind for when you try the protocol?



83

- **Duration:** 12 minutes
- **Facilitator Says:** So we're going to have you get up and find your Tampa Bay Buccaneers partner. We're going to give you about 5 minutes to read a transcript of an Opportunity Conversation between a mentor and a mentee and then you'll discuss it. It's on pages 39-40 in your packet. As you read, please mark up and take notes on page 41 of your packet. You'll see that in your handout packet there is space to make notes about each step. There are two guiding questions on the slide to give you a lens for your reading.
- **Facilitator Does:** Provide 5 minutes for participants to read and make notes.
- **Facilitator Says:** Okay, so you just got a chance to read an example of the Opportunity Protocol in action. Take 5 minutes in your partnership to use the two questions on the slide 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 Does:** Listen in and share out any important noticings.
- **Facilitator Says:** Great, thank you for discussing.

“Opportunity” Conversation Practice

- Decide who will play the mentor and who will play the mentee.
- Read the scenario.
- Use the “Opportunity” Conversation Protocol to role play how you would turn this potentially difficult scenario into an opportunity for learning and trust.



84

● **Duration:** 15 minutes

● **Facilitator says:** In your packet on pg. 42 you'll see we've also given you two more conversation examples that you can use to support you in the next activity. They are sample “Opportunity” scenarios. You are going to role play the scenarios with your Tampa Bay Buccaneers partner. With them, decide who will first 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. Then switch roles and try again with the other scenario.

● **Facilitator does:** Circulates, support, and facilitates pairs in their practice. After the practice is complete, have them return to their tables.

● **Facilitator note:** Scenario 1 will likely play out that the mentee needs to do some shifting in practice, while scenario 2 will likely play out that the mentor needs to do some shifting in practice.

Alternative “Opportunity” Conversation Protocol 2

- Review the alternative protocol.
- Discuss:
 - How it is different from the first protocol?
 - Looking back at the list of topics we generated earlier, which of the two protocols might be best for each?



85

● **Duration:** 10 minutes

● **Facilitator says:** Take a look at the Alternative “Opportunity” Conversation Protocol on p. 43. Read through it and discuss at your table. How is it different from the first protocol?

● **Facilitator does:** Give tables 4 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 earlier and consider which of the two protocols might be most appropriate for each situation.

● **Facilitator does:** Give tables 4 minutes to look back at the topics they generated earlier and discuss the two protocols.

Difficult Conversations: 3 Key Components

- See difficult conversations as important opportunities
- Use the “Opportunity Conversation” protocol to structure difficult conversations
- Plan for engaging in Opportunity Conversations with your mentee



86

- **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 with your mentee.

“Opportunity” Conversation Practice

- Plan forward
 - How might you use the Protocol with your mentee?
 - What is a potential future opportunity conversation you anticipate you may engage in?
- Write out your personal scenario.
- Jot a few notes for each step.
 - What might you say to facilitate the Opportunity Conversation?
- Share your plan with a partner.
- Invite feedback on how your example aligns with the aspects each step. What suggestions does your partner have for you?



87

●Duration: 15 minutes

●**Facilitator says:** You will now have a chance to practice your own personal opportunity conversation. You’re going to work with your New Orleans Saints partner. Once you are seated with them, you’ll each choose an authentic situation so your practice can be beneficial. You might look back at your table of example topics that you generated earlier. It might be something you anticipate coming up soon. It might even be a conversation that you have been postponing or one you tried to have that didn’t go great. You will share your conversation plan with your 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 5 minutes to plan what you will say. Then you will share your conversation with your New Orleans Saints partner, who will give you some feedback.

●Partners, take one minute to share with your colleague how closely the conversation followed the process, sounded to you, and felt to you. What

suggestions do you have?

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

Reflect on “Opportunity” Conversations



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

- Individually jot responses to the questions



88

●**Duration:** 3 minutes

●**Facilitator says:** Take 3 minutes individually to respond to the reflection questions on p. 45

Key Takeaway

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



89

- **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!

Connection to Assessments

90

SECTION START: 3:25

- **Duration:** 30 seconds
- **Facilitator says:** So let's take a look at where reflection and difficult conversations appear in the assessments of your mentoring practice. We will also look at which assessment the morning content aligns with.

Mentoring to Improve Content Instruction

Louisiana Department of Education

Mentoring to Improve Content Instruction

Started

Hide Description ^

To ensure students master the content they need to be successful, educators need both deep knowledge of their content and the ability to plan and deliver effective instruction. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed in order to support improvements in a mentee's content instruction. Through continuous relationship building and effective individualized support, mentor teachers can support significant improvement in teaching practices.

91

- **Duration:** 2 minutes
- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- **NOTE:** Answers should include the following:
 - We've now learned about every aspect of this assessment
 - In particular, today's work on reflection and difficult conversations moved our thinking forward on how to "adjust course as needed" and "continuous relationship building and effective individualized support".

Reading Complex Grade-Level Texts



Louisiana Department of Education

Reading Complex Grade-Level Texts

In Progress

Hide Description ^

Multiple careful readings of a text from a Tier 1 curriculum are used to make complex grade-level texts accessible to all learners without changing the text. Educators need to understand what makes a text complex and how it builds a student's knowledge throughout the unit of study. In order to determine what each student needs to access the text, the educator must align scaffolds and supports to ensure that each student has the ability to make meaning of the text. By strategically guiding a student's journey through the text, the educator ensures each student builds the knowledge necessary for the end-of-unit task.



92

- **Duration:** 2 minutes
- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- **NOTE:** Answers should include the following:
 - Yesterday and today we learned all about text complexity and text-dependent-questions
 - Today's work on text-dependent questions built our understanding of how to "ensure that each student has the ability to make meaning of the text" and "ensures each student builds the knowledge necessary"
 - This can be completed in your own classroom OR in your mentee's classroom - it's about proving you have the ELA content knowledge to be a mentor

Expressing Understanding of Text Through Writing

Louisiana Department of Education

Expressing Understanding of Text through Writing

Started

Hide Description ^

A Tier 1 curriculum is used to drive instruction that increases student ability to build knowledge and express understanding of text through writing to meet Louisiana Student Standards. A Tier 1 curriculum provides opportunities at the end of each unit of study for students to express their understanding through writing. Throughout the unit of instruction, students should build knowledge and understanding necessary to address the task and develop skills necessary to clearly and coherently express understanding through writing.

93

- **Duration:** 2 minutes
- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- **NOTE:** Answers should include the following:
 - We began learning about writing today and will continue in Module 8.
 - Today we learned about how to increase "student ability to build knowledge and express understanding of text through writing to meet Louisiana Student Standards" and support student to "develop skills necessary to clearly and coherently express understanding through writing."
 - This can be completed in your own classroom OR in your mentee's classroom - it's about proving you have the ELA content knowledge to be a mentor

The Assessments

<https://my.bloomboard.com/home>

94

- **Duration:** 6 minutes
- **Facilitator says:** I'm going to log on to the platform and give just a high-level overview of each of these three assessments so you can continue to make connections between what we've learned so far and the expectations of these two assessments.
- **Facilitator does:** Log on using the generic username and password below.
- Review the following highlights live on the platform for participants:
 - Mentoring to Improve Content Instruction
 - Participants may have already chosen to use Math for this module, which is totally fine. In that case, they should continue on with their math work.
 - Analyze -If participants want to use ELA for this module, they are ready to accomplish this part of the assessment. They know what to "look-for" when it comes to strong ELA instruction and they know how to conduct an observation, analyze that data to prioritize a need, and set goals.
 - Develop - If they want to use ELA, they are ready for this part

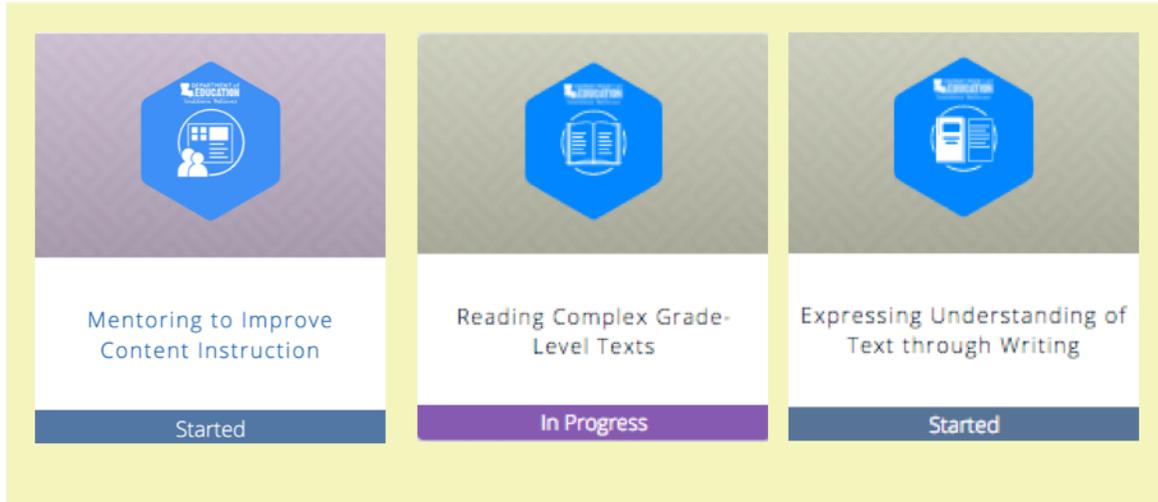
- of the assessment as they know how to develop a coaching plan.
- Implement - If they want to use ELA, they are ready for this part of the assessment as they should have already started relationship building, and hopefully have started coaching as well. They now have also learned how to monitor progress.
 - Evaluate - Today we learned how to engage in reflection - once you complete a coaching cycle with your mentee, you'll engage them in a reflection and submit that and then write your own reflection to submit.
- Reading Complex Grade-Level Texts
 - Analyze - You learned how to analyze a text yesterday, so you are ready to do this
 - Develop - You can do this part based on your learning yesterday and today
 - Implement - For this step you'll implement the plan you create for steps 1 and 2 and collect 3 pieces of student work.
 - Evaluate - they will write a reflection on the lesson by answering the questions listed.
 - Expressing Understanding of Text Through Writing
 - Analyze - Today we looked at pieces of student writing; you can use that experience to support you in this part
 - Develop - You can use what we learned this morning to support this; we will also spend more time on this in Module 8
 - Implement - now they will implement the plan from develop and collect 3 more pieces of work; they will learn more about how to do this in Module 8
 - Evaluate - they will write a reflection on the plan by answering the questions listed.

<https://my.bloomboard.com/>

Username: learningforwarddemo@bloomboard.com

Password: BBLearning4ward

Work Time



95

- **Duration:** 15 minutes
- **Facilitator says:** Now take some time to log on yourself and explore these three assessments and see what additional work you see needing in order to accomplish the tasks. There may be work you can do right now - such as choosing a text and starting to analyze it's complexity or writing a coaching plan based on observation notes. Or there may be planning work that you can do - such as emailing your mentee a schedule for some coaching work you're going to do. Try to take advantage of your team at this time to talk through any issues or questions you are having.

Work Following Modules 6 and 7

- Engage in the mentor cycle with your mentee.
- Check to ensure that you are creating and collecting artifacts you can submit for your assessments.

Bring all of your mentor materials to all of the sessions - especially the artifacts of your work you'll be collecting when you start your work with your mentee!

Duration: 1 minute

● **Facilitator says:** At the end of every module, we'll let you know what makes the most sense for you to focus on back at your school. Now that the school year has started, you have hopefully already begun engaging in the mentor cycle with your mentee. Your job after this module is to continue to do that work, making sure that as you do that work with your mentee you are creating and collecting artifacts that you can submit for your assessments.

Module 7 Morning Outcomes

- Describe the role of text dependent questions in building knowledge of grade-level complex texts.
- Explain the Guidebooks approach to writing instruction, including an overview of the three types of writing called for by the standards and included in the curriculum.

97

● **Duration:** 30 seconds

● **Facilitator says:** We did it! We're at the end of another jam-packed two days together. This morning, we [read slide].

Module 7 Afternoon Outcomes

MEASURE PROGRESS

- Engage mentee in reflection on practice.

COACH

- Facilitate difficult conversations using the “Opportunity Conversation” protocol.

98

● **Duration:** 30 seconds

● **Facilitator says:** And this afternoon we [read slide]

Module 6-7 Survey

Complete the Module 6-7 survey at:

<http://tinyurl.com/y5kyoz9c>



99

- **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. Thank you and we'll see you at Module 8!