

**Module 7:**  
**Expressing Understanding in**  
**Writing**  
Secondary ELA  
November 2019

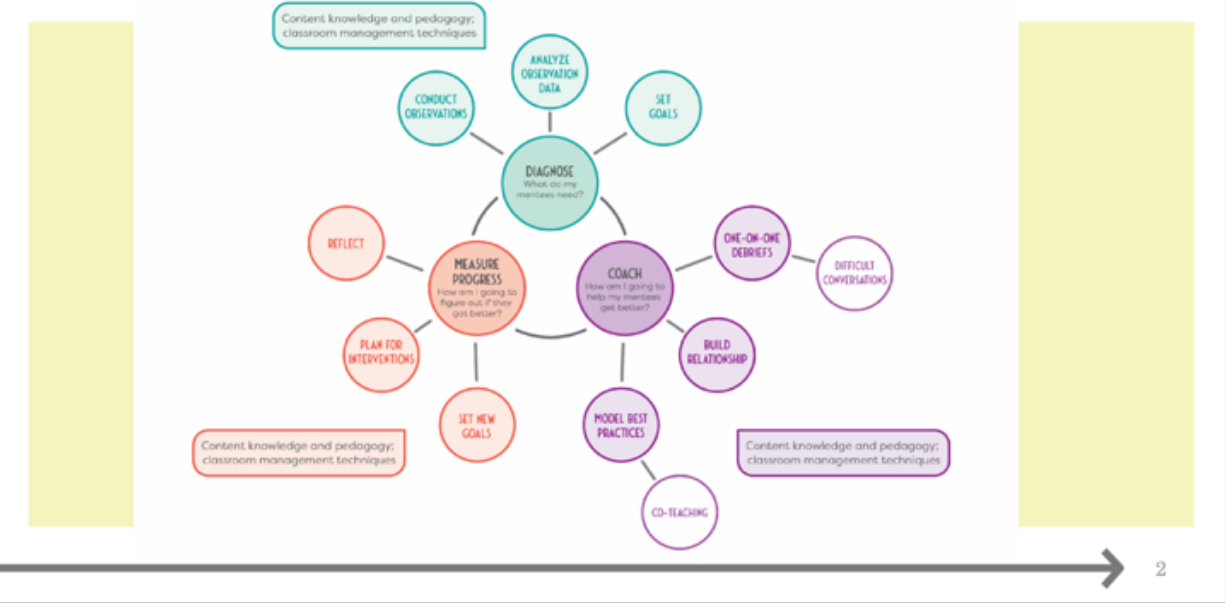
1

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

# The Mentoring Cycle



● **Duration:** 30 seconds

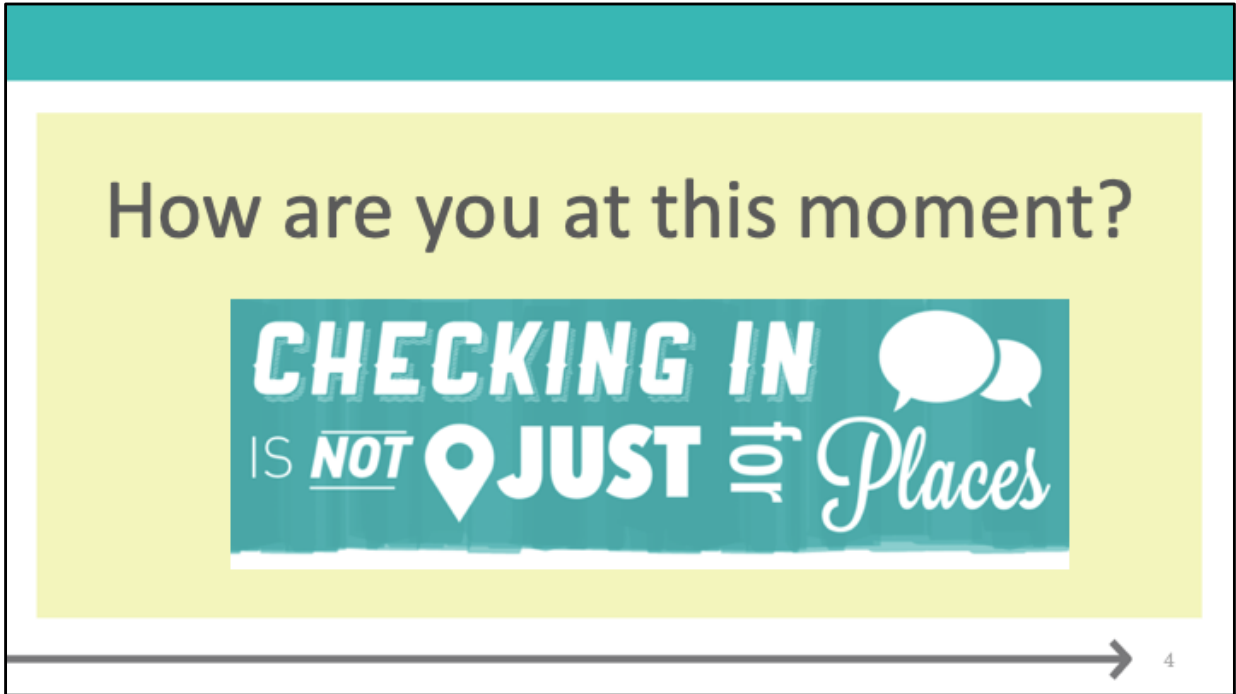
● **Facilitator Says:** The mentoring cycle is on page 3 of your handout. Remember, this is the mentor cycle that all of our work is grounded in. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today, we'll 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.

## 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:** 1 minutes
- **Facilitator says:** And again this morning, let's remind ourselves of our overall course goals. Take a moment to read through these, noting what comes to mind as you read each one. Then, turn and talk with an elbow partner and share one piece of new learning, from any of our six previous modules, that has really stuck with you, or that you're already utilizing in your classroom.



**Duration:** 3 minutes

**Facilitator says:**

Take a moment in your learning team to do a 10 second check in. How are you at this moment? Just a few words.

Allow up to 2 minutes for table talk.

Image credit: [beyondblue.org.au](http://beyondblue.org.au)

## Our 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

5

**Duration:** 3 minutes

**Facilitator says:** Silently review our group's norms and assess yourself. Choose the norm you find that you struggle with most often and commit to being intentional about honoring it today. Taking turns in your team, each person will state which norm he or she chose to focus on today.

**Facilitator does:** Observes team conversations. Invite participants to make a note about their chosen norm or their intention and place in somewhere visible in their work area as a reminder.

## Module 7 Morning Outcomes

- Utilize effective instruction to develop writing and language skills.
- Explain the Guidebooks approach to writing instruction.
- Identify evidence of content knowledge and skill in student writing.
- Begin work on the Writing instruction assessment.

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● **Duration:** 2 minutes

● **Facilitator says:** During this module, we will focus on using effective instruction to develop writing and language skills.

## Today's AM Agenda



- Welcome/overview
- Effective instruction for developing writing skills
- Diagnosing student needs
- Working towards completion of the ELA assessments.
- Lunch
- Reflection
- Difficult Conversations
- Wrap Up

7

**Duration:** 1 minute

**Facilitator says:** You will see our agenda on p. 2 of your packet.

# ELA Content: Developing Writing and Language Skills

8

## **30 seconds**

**Facilitator says:** So far, we've focused our thinking on the comprehension of grade level texts, but we all know there's another part to teaching ELA—teaching students to write well. Let's turn our focus there, continuing to remember that we're both considering our own teaching practices and how we'll support inexperienced teachers to develop teaching competence.



## Do Now

### As a Teacher: Reflect on writing instruction in your classroom:

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

### As a Mentor: Reflect on how you will support your mentee:

- What aspects of writing instruction might be most difficult for a new teacher?
- How will you use your own experience and the Guidebooks to support your mentoring?

**Duration:** 7 minutes

**Facilitator does:** Review directions/prompts and have participants think-pair-share. Record your thoughts on page 5 of your handout. Invite 1-2 participants to share out.

### Session Objectives

- Explain the Guidebooks approach to writing instruction.
- Identify and be able to foster mentee's recognition of evidence of content knowledge and writing skill in student writing.

**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

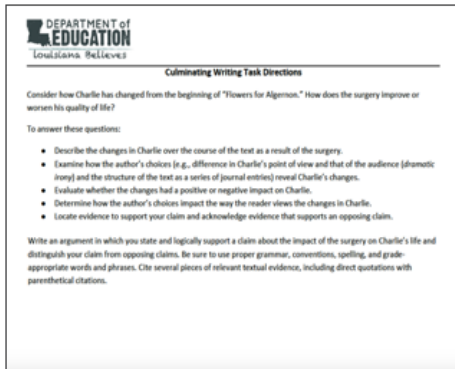
**Duration:** 30 seconds

**Facilitator says:** Review the list of three types of assessments used in each unit in the Guidebooks. The list is in the handout on p 6. 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.

**Facilitator does:** Click to reveal the red box.

**Facilitator says:** For our current discussion, we are going to zoom in and unpack the Culminating Writing Task for our Flowers for Algernon unit.

## A Closer Look: the Culminating Writing Task



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**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.

(LearnZillion, 2017)

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

**Duration:** 5 minutes

**Facilitator does:** Review directions and point participants to the Culminating Writing Task on p. 7. After a minute of independent review time, have participants discuss the second bullet with a partner. Afterwards, invite participants to share out with the whole group.

**Look for:**

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

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

# Vision of Excellence



(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

**Duration:** 10 minutes

**Facilitator does:** Point participants to the exemplar student writing in their handouts (p. 8). 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." We'll take 5 minutes of silent time for each person to review the sample individually, marking your findings.

**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?

**Duration:** 7 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 now 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

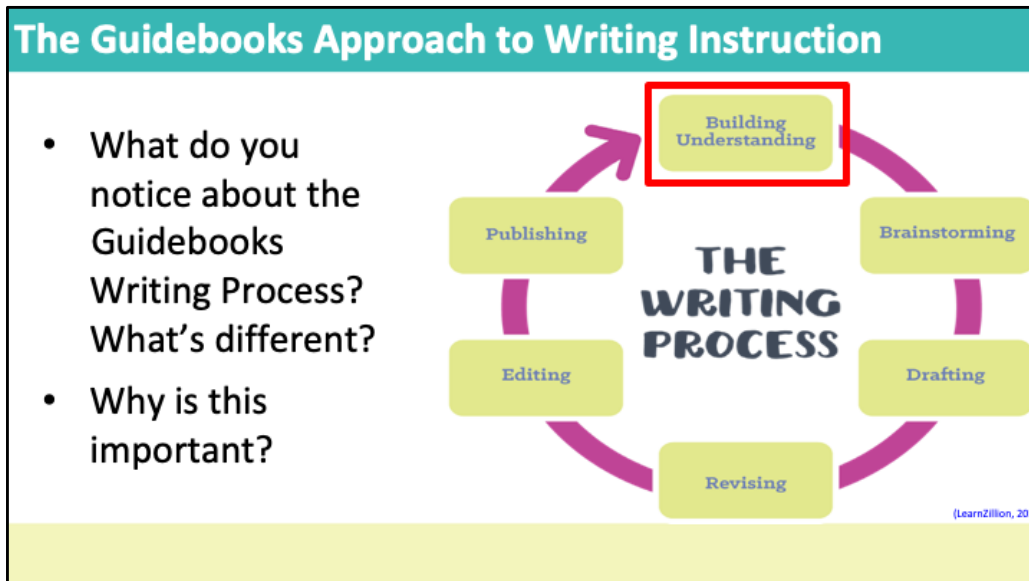
**Duration:** 2 minutes

**Facilitator does:** 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 9 in handout) 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.*





**Duration:** 5 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. Why do you think this change was necessary? What is the likely student outcome of the revision? What changes will teachers need to make in their thinking, planning, and teaching to ensure the process is utilized for student success? Jot your notes in your handout on p. 7 and then turn to talk to an elbow partner.

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

**Look for:**

- What: Building Understanding is the key first step in the process, before students even begin engaging with brainstorming (traditionally called pre-writing) – ALL THREE SHIFTS LIVE HERE
  - Cycle – the writing isn't a one and done – there's a strategic building of skills throughout the year and so doing Guidebooks units throughout the year allows

students to revisit and build

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

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

## 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.

**Duration:** 45 seconds

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

And so when we talk about “instructional goals in writing” we mean those two things...

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

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



*Louisiana*  
**STUDENT**  
STANDARDS  
ENGLISH LANGUAGE ARTS

**Opinion/  
Argument  
Writing**

**Informative/  
Explanatory  
Writing**

**Narrative  
Writing**

**Duration:** 15 seconds

**Facilitator says:** As ELA teachers, you know there are 3 types of writing that we ask students to do. To consider how the Standards scaffold, and Guidebooks support, our teaching of writing, we'll zoom in on Informative/Explanatory writing

**Facilitator does:** Click to reveal red circle.

**Facilitator says:** Let's start by taking a closer look at how this type of writing lives in the standards...beginning with the anchor standard.

## Anchor Standard W.2

Write **informative/explanatory** texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### Questions to Frame our Thinking:

What does informative writing look like across grades K-12?

How does this standard build across the grade levels?

**Duration:** 1 minute

**Facilitator says:** Remember that this is the “anchor standard” for informative explanatory. All of the grade specific standards for Informative/Explanatory writing are “anchored” in this high school standard. The standard for informative/explanatory writing at every grade was designed backward from this final goal.

**Facilitator does:** Read aloud the standard or invite a participant to read it aloud for the group. Then click to reveal the text box and pose the guiding questions that we are going to explore in the next activity.

**Facilitator says:** We are going to start by looking at student writing and then look at standard progressions to consider how the skills are built.

**Note:** these guiding questions are just to frame the learning for the day – they are not meant to be answered on this slide.

## How Does Your Garden Grow?

### Purpose:

- To identify the core elements of informative/explanatory writing.
- To trace a developmental progression in writing.
- To refine and deepen understanding of grade level expectations in the LSS.



**Duration:** 30 seconds

**Facilitator says:** To answer our guiding questions, we are going to engage in an activity called “How Does Your Garden Grow?” In this exercise, you will compare student pieces within a grade cluster and note the similarities and differences in order to deepen your understanding of grade level expectations in the LSS.

### Image Source:

This image is in the public domain

<https://pixabay.com/en/sapling-plant-growing-seedling-154734/>

## Let's Prepare!

The recording sheet is titled "How Does Your Garden Grow?" and "Record Sheet". It features a table with three columns: "Key Differences", "Grade", and "Similarities in All/Most Pieces". Below the table, there are two questions with lines for answers: "Based on your observations, what are some core descriptors that define this writing type?" and "What patterns do you notice in the way expectations change over time?".

Key Differences	Grade	Similarities in All/Most Pieces

Based on your observations, what are some core descriptors that define this writing type?  
\_\_\_\_\_  
\_\_\_\_\_

What patterns do you notice in the way expectations change over time?  
\_\_\_\_\_  
\_\_\_\_\_

[Vermont Writing Collaborative, 2017]

1. **Read sample #1.** What elements of effective writing are evident?
2. **Read the next piece.** Record similarities and differences between this piece and the first on your recording sheet.
3. **Repeat.** Be sure to capture your thinking on the record sheet as you work through the samples.
4. **Synthesize** your observations across grade-levels

**Duration:** 2 minute

**Facilitator says:** Here's how it's going to work...

**Facilitator does:** Review steps.

**Facilitator says:** For this activity, you need your *How Does Your Garden Grow?* Protocol and Recording Sheet as well as a packet of student work (remember you can choose between a K-5 set and a 6-12 set) (protocol is on p. 10; student work samples are on p. 11-13 for K-5 and p.14-16 for 6-12)

**Facilitator does:** Point participants to all of the materials they will need for this activity. Give participants a moment to review the materials. Pause here to ask if there are any questions about the task before we begin.

**Facilitator says:** To summarize, you are going to read the student samples, and look for, and record, specific differences as you move up through the grade levels. ***The pieces were chosen based on the rhetorical effectiveness of the piece , not on conventions (grammar, punctuation, etc.). So, when you are looking for differences between pieces, it's important to focus on what the student has to***

***say and how she says it, not on conventions like grammar, punctuation and capitalization.***

**Source:** Vermont Writing Collaborative. (2017). Projects & Resources. Retrieved from <http://www.vermontwritingcollaborative.org/WPDEV/projects-and-resources/>



## Two Options

**K-5**

What can you do to  
save water?

**6-12**

What effect did the  
**Great Depression**  
have on people who  
lived through it?

**Duration:** 1 minute

**Facilitator says:** Depending on your interests, you can choose to work with the K-5 set on "Saving Water", which have an elementary focus, OR the 6-12 Great Depression pieces, which span middle and high school. If you work K-12 or with grades that cross these clusters, we recommend that you choose the elementary packet. The pieces in each grade-level packet have been written to a uniform prompt purposefully designed to produce student pieces in the same writing type, on the same topic, across a range of grade levels. Analyzing these pieces can help you distill the core elements of each writing type and gain a better understanding of expectations at each grade level.

**Note:** While all students read texts prior to completing this task, it's important to point out that these are "cold tasks" – students were not guided through the writing process, but engaged in independent writing in response to the task.

## Let's Get Started!

**Vermont**  
Writing Collaborative

How Does Your Garden Grow?  
Record Sheet

Writing Type:

Key Differences	Grade	Similarities in All/Most Pieces

Based on your observations, what are some core descriptors that define this writing type?  
\_\_\_\_\_  
\_\_\_\_\_

What patterns do you notice in the way expectations change over time?  
\_\_\_\_\_  
\_\_\_\_\_

[Vermont Writing Collaborative, 2017]

- 1. Read sample #1.** What elements of effective writing are evident?
- 2. Read the next piece.** Record similarities and differences between this piece and the first on your recording sheet.
- 3. Repeat.** Be sure to capture your thinking on the record sheet as you work through the samples.
- 4. Synthesize** your observations across grade-levels.



**Duration:** 20 minutes

**Facilitator says:** You will work with a partner to read each piece and summarize the key differences as you move up through the grade levels on the *How Does Your Garden Grow? Recording sheet*. After a few pieces, you should start to see some similarities as well. These can be noted in the right hand column. At this point, just make your own observations – don't refer to the standards just yet. That's coming later!

**Facilitator does:** Provide 18 minutes of work time and circulate to support as needed.

**Source:** Vermont Writing Collaborative. (2017). Projects & Resources. Retrieved from <http://www.vermontwritingcollaborative.org/WPDEV/projects-and-resources/>

## Let's Discuss!

What did you notice?

What were the common elements at all grade levels?

**Duration:** 6 minutes

**Facilitator does:** Facilitate whole group debrief.

**Look for:**

Commonalities (at all grade levels) should include:

1. A clear “big idea” or focus
2. Supporting evidence
3. Linking words
4. A conclusion

# The Writing Progressions

## Review The Writing Progressions document

This chart identifies the writing skills students should demonstrate proficiency with in each grade level. Each grade builds on the previous grade. Teachers should reinforce the skills from the earlier grades while focusing their teaching on the skills new to the grade level.

Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth/Tenth Grade
<b>WRITING FEATURES: OPINION OR ARGUMENT WRITING</b>							
<b>Opinion paragraphs</b> <i>Provide opinion with reasons</i> <ul style="list-style-type: none"> <li>Introduce a topic or text and state an opinion.</li> <li>Supply reasons that support the opinion.</li> <li>Use linking words such as because, and, and also.</li> <li>Provide a concluding statement or section.</li> </ul>	<b>Multi-paragraph opinion</b> <i>Develop a point of view with reasons and information</i> <ul style="list-style-type: none"> <li>Develop a point of view on a topic or text with reasons (W.3.1)</li> <li>Create an organizational structure for reasons (W.3.2)</li> <li>Use linking words and phrases such as therefore, also, and for example (W.3.3)</li> <li>Link opinions and reasons using words and phrases such as for instance, in order to, and in addition (W.3.4)</li> <li>Provide a conclusion that relates to the opinion for writing (W.3.5)</li> </ul>	<b>Multiple argument</b> <i>Develop claims with clear reasons and relevant evidence</i> <ul style="list-style-type: none"> <li>Logically group ideas to support the purpose (W.4.1)</li> <li>Provide logically ordered reasons that are supported by facts and details (W.4.2)</li> <li>List opinions and reasons using words, phrases, and clauses such as consequently and specifically (W.4.3)</li> </ul>	<b>Multiple argument</b> <i>Develop claims with clear reasons and relevant evidence</i> <ul style="list-style-type: none"> <li>Introduce (claim) and support the opinion and evidence clearly (W.4.1)</li> <li>Support (claim) with clear reasons and relevant evidence (W.4.2)</li> <li>Use credible sources (W.4.3)</li> <li>Demonstrate understanding of the topic or text (W.4.4)</li> <li>Use words, phrases, and clauses to clarify the relationships among (claim) and reasons (W.4.5)</li> <li>Provide a conclusion that supports the argument presented (W.4.6)</li> </ul>	<b>Argument alternative</b> <i>or supporting claim</i> <ul style="list-style-type: none"> <li>Acknowledge alternative or supporting claim (W.5.1)</li> <li>Organize reasons and evidence logically (W.5.2)</li> <li>Support (claim) with logical reasoning and relevant evidence (W.5.3)</li> <li>Use accurate and credible sources (W.5.4)</li> <li>Use words, phrases, and clauses to create evidence (W.5.5)</li> <li>Provide a conclusion that supports the argument presented (W.5.6)</li> </ul>	<b>Argument writing</b> <i>Develop claims using valid reasoning and relevant self-sufficient evidence</i> <ul style="list-style-type: none"> <li>Distinguish the (claim) from alternative or supporting claim (W.6.1)</li> <li>Use words, phrases, and clauses to clarify the relationships among (claim), counterclaims, reasons, and evidence (W.6.2)</li> <li>Use words, phrases, and clauses to link the major sections of the writing (W.6.3)</li> <li>Use words, phrases, and clauses to link the major sections of the writing (W.6.4)</li> <li>Establish and maintain a formal style and an appropriate tone while attending to the specific audience and purpose of the discipline (W.6.5)</li> </ul>	<b>Argument writing</b> <i>Develop claims using valid reasoning and relevant self-sufficient evidence</i> <ul style="list-style-type: none"> <li>Create an organization that establishes clear relationships among (claim), counterclaims, reasons, and evidence (W.7.1)</li> <li>Develop (claim) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in support of one position (W.7.2)</li> <li>Use words, phrases, and clauses to link the major sections of the writing (W.7.3)</li> <li>Establish and maintain a formal style and an appropriate tone while attending to the specific audience and purpose of the discipline (W.7.4)</li> </ul>	

(LearnZillion, 2017)

- What do you **notice** about how this document is organized?
- What do you **wonder** about how this document is organized?

**Duration:** 4 minutes

**Facilitator says:** Now let's turn to the standards. We are going to look at a document, called "The Writing Progressions." You may notice that it looks very similar to the chart you just completed in this activity.

Please take 3 minutes to examine the chart before we dive in, jot down observations about how the chart has been organized and note any questions you have about the organization.

**Facilitator does:** Point participants to the document in their handouts. Provide a few minutes of independent review time, then invite participants to share their observations with a partner and/or with the whole group (circulate while they review to see if there are key observations or questions you want to draw out for the whole group).

**NOTE – WRITING PROGRESSIONS DOC WILL BE SEPARATE HANDOUT FROM MAIN HANDOUT.**

**Source:** English Language Arts LearnZillion Writing Progressions Chart. (2017).

Retried from <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/writing-progressions.pdf?sfvrsn=2>

## You May Have Noticed...

GUIDEBOOKS



### WRITING PROGRESSIONS

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- Contains one page for each writing type: Opinion/Argument, Informative Explanatory and Narrative.
- Identifies the writing skills students should demonstrate proficiency with at each grade level.
- Each grade builds on the previous grade.
- Teachers should reinforce the skills from the earlier grades while focusing on the skills new to the grade level.

**Duration:** 30 seconds

**Facilitator says:** Here are some things you may have noticed when reviewing the progression chart...

**Facilitator does:** Quickly review key points about the progression chart; spend more or less time here depending on what participants shared on the previous slide.

# Zoom In: Standard W.2



Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth/Tenth Grade				
<b>WRITING STANDARD 2: INFORMATIVE OR EXPLANATORY WRITING</b>											
<b>Explanatory paragraph</b> <i>Provide points with facts and details</i>	<b>Multiparagraph</b> <i>Informative/explanatory essay</i> <i>Examine a topic</i> <i>Convey ideas and information clearly</i>		<b>Multipage</b> <i>Informative/explanatory essay</i> <i>Examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</i>			<b>Multipage</b> <i>Informative/explanatory essay</i> <i>Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</i>					
<ul style="list-style-type: none"> <li>Introduce a topic (W.2.2)</li> <li>Use facts and definitions to develop points (W.2.2)</li> <li>Provide a concluding statement or section (W.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Group related information together (W.3.2)</li> <li>Include illustrations when useful (W.3.2)</li> <li>Develop topic with facts, definitions, and details (W.3.2)</li> <li>Connect ideas within categories (W.3.2)</li> <li>Use linking words and phrases such as <i>also</i>, <i>another</i>, and <i>moreover</i> (W.3.2)</li> </ul>		<ul style="list-style-type: none"> <li>Introduce a topic clearly (W.4.2)</li> <li>Provide a general observation and focus which includes the purpose for writing (W.4.2)</li> <li>Group related information logically based on the purpose (W.4.2)</li> <li>Link ideas within and across categories of information using words, phrases, and clauses such as <i>in contrast</i>, and <i>especially</i> (W.4.2)</li> </ul>			<ul style="list-style-type: none"> <li>Use organizational strategies (e.g., definitions, classifications, comparisons/contrast, cause-effect) (W.5.2)</li> <li>Include graphics such as charts and tables when useful (W.5.2)</li> <li>Develop the topic with relevant support (W.5.2)</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts (W.5.2)</li> <li>Establish and maintain a formal style (W.5.2)</li> <li>Provide a conclusion that follows from the information or explanation presented (W.5.2)</li> </ul>		<ul style="list-style-type: none"> <li>Preview what to follow (W.7.2)</li> <li>Use appropriate transitions to create cohesion (W.7.2)</li> <li>Provide a conclusion that supports the information or explanation presented (W.7.2)</li> </ul>		<ul style="list-style-type: none"> <li>Organize ideas, concepts, and information into broader categories (W.8.2)</li> <li>Develop the topic with well-chosen and sufficient support (W.8.2)</li> <li>Include graphics such as figures and tables when useful (W.8.2)</li> <li>Develop the topic with well-chosen and sufficient support appropriate to the audience's knowledge of the topic (W.8.2)</li> <li>Use appropriate and varied transitions to link the major sections of the text (W.8.2)</li> <li>Establish and maintain a formal style (W.8.2)</li> <li>Provide a conclusion that follows from the information or explanation presented (W.8.2)</li> </ul>	

(LearnZillion, 2017)

- **Study** the top row
- **Look for:** What changes in length and complexity do you see across grade-levels?

**Duration:** 2 minutes

**Facilitator says:** Let's take a closer look at Informative Writing (Standard w.2), in your handout. As you examine it, remember that you are wearing two hats: your teaching hat and your mentor hat. So consider how this document informs (or could inform) your own teaching, but also consider how you might use it to help a novice teacher.

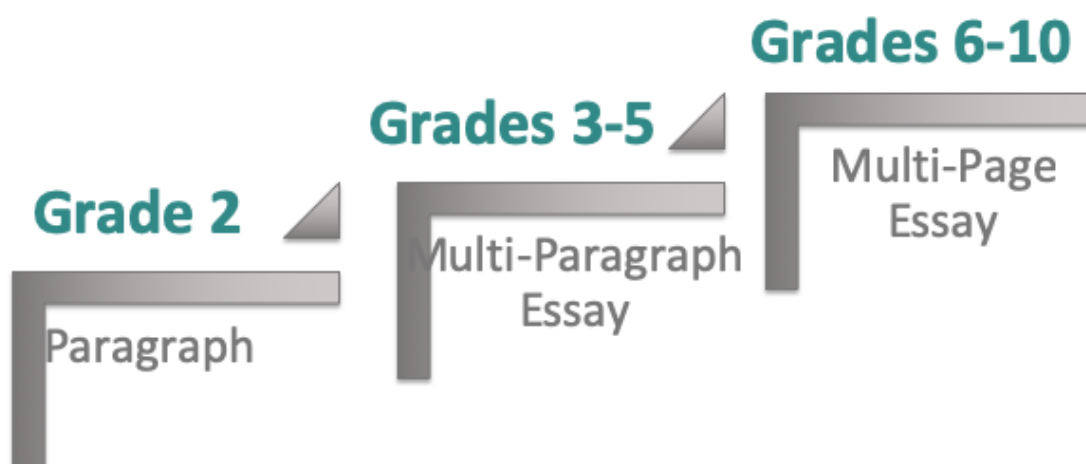
**Facilitator does:** Direct participants to turn to page 2 of their progression doc.

**Facilitator says:** Notice that the grade levels run across the top, followed by the writing type: Informative/Explanatory. Right now, let's focus on this row, which describes the changes in the length and complexity of pieces across grade levels. Take a moment to review this row and look for the changes in both length and complexity across the grade-levels.

**Note:** Do not debrief on this slide – that happens on the next two slides.

**Source:** English Language Arts LearnZillion Writing Progressions Chart. (2017). Retrieved from <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/writing-progressions.pdf?sfvrsn=2>

## Increase in Length



**Duration:** 1 minute

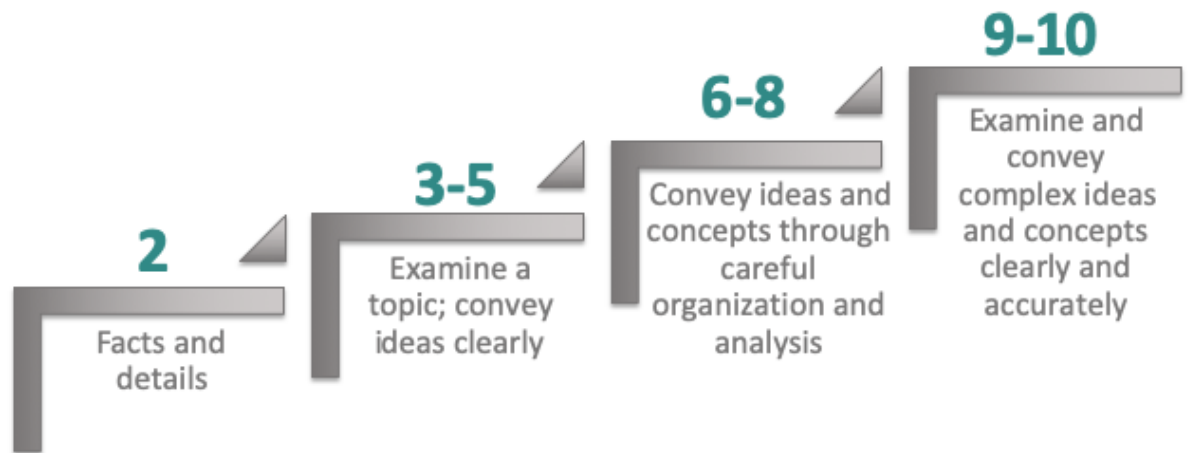
**Facilitator says:** What do you notice about the changes in length across the grades?

**Facilitator does:** Invite participants to share what they observed. Then click to reveal image. Clarify/expand as needed depending on what people shared.

**Facilitator says:** Notice that the length of the writing expected increases from a paragraph in grade 2 to a multi-paragraph essay in the upper elementary grades to a multi-page essay in middle and high school. Of course, the length of a piece at any grade level will vary based on factors like the purpose of the piece and the time allotted. But this chart shows a general progression on full writing pieces, like the culminating writing tasks in the Guidebooks, as students move up through the grade levels.



## Increase in Complexity



**Duration:** 1 minute

**Facilitator says:** What do you notice about the changes in complexity across the grades?

**Facilitator does:** Invite participants to share what they observed. Then click to reveal image. Clarify/expand as needed depending on what people shared.

## Bringing the Progression to Life

**Select** a writing sample.

**Re-read** the writing sample.

**Discuss:** How well does this piece match the descriptors in the writing progression for **length and complexity of thinking?**

**Duration:** 6 minutes

**Facilitator says:** Now let's bring the progressions to life by going back to the student work we examined earlier. For this exercise, you will select a grade-level writing sample that you've already read from your packet. Take a moment to review this sample again and then work with a partner to cross-check this sample with the standard progression document in order to answer this question: How well does this piece match the descriptors in the writing progression for **length and complexity of thinking?**

**Facilitator does:** Provide time for participants to discuss and work with a partner, then invite participants to share with the whole group.

**Sample Look Fors:**

- **(4<sup>th</sup> Grade Sample)** The sample meets the length requirements (multi-paragraph essay). The writer also examines the topic of how to save water by offering multiple related examples (i.e. using a rain barrel) and conveying other information about water conservation.
- **(8<sup>th</sup> Grade Sample)** At 1.5 pages, the piece partially meets the length requirement of a "multipage essay." The writer selects information evidence and information

carefully to convey her point that the Great Depression “crushed” Americans’ “wallets” and “spirit,” “leaving Americans economically and mentally drained.” The writer’s organization of ideas and analysis of the Great Depression’s impact on people using details from two texts matches the descriptor for complexity of thinking.

## Zoom In: Grade Level Descriptors

Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>• Introduce a topic (W.2.2)</li> <li>• Use facts and definitions to develop points (W.2.2)</li> <li>• Provide a concluding statement or section (W.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Group related information together (W.3.2a)</li> <li>• Include illustrations when useful (W.3.2a)</li> <li>• Develop topic with facts, definitions, and details (W.3.2b)</li> <li>• Connect ideas within categories (W.3.2c)</li> <li>• Use linking words and phrases such as <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, and <i>but</i> (W.3.2c)</li> </ul>	<ul style="list-style-type: none"> <li>• Group related information together in paragraphs/ sections (W.4.2a)</li> <li>• Include headings and multimedia when useful (W.4.2a)</li> <li>• Develop topic with quotations or other related information or examples (W.4.2b)</li> <li>• Use linking words and phrases such as <i>for example</i>, <i>also</i>, and <i>because</i> (W.4.2c)</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic (W.4.2d)</li> <li>• Provide a conclusion that relates to the information or explanation (W.4.2e)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a topic clearly (W.5.2a)</li> <li>• Provide a general observation and focus which includes the purpose for writing (W.5.2a)</li> <li>• Group related information logically based on the purpose (W.5.2a)</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses such as <i>in contrast</i>, and <i>especially</i> (W.5.2c)</li> </ul>

**Study** the other descriptors for that grade level.

**Duration:** 4 minutes

**Facilitator says:** Now let's move down to the next section of the chart to look at the descriptors of informative/explanatory writing listed under each grade level. Remember that, much like the progression you recorded on the left hand column on your own recording sheet, each column describes only the differences in the standard at each grade level. Each grade builds on the previous grade and teachers should reinforce the skills from the earlier grades while focusing their teaching on the skills new to the grade level.

**Facilitator does:** Review directions and have participants study the descriptors for the grade-level writing sample they just chose to focus on in the in the previous slide.

**Source:** English Language Arts LearnZillion Writing Progressions Chart. (2017). Retrieved from <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/writing-progressions.pdf?sfvrsn=2>

## Bringing the Progression to Life

- **Cross-check** the student writing for that grade with the grade-level descriptors on the progression chart.
- **Discuss and Record:** What evidence do you see of these descriptors in the student's writing?

**Duration:** 7 minutes

**Facilitator says:** Let's once again try to bring the progressions to life and make connections between what you might see in the classroom and the descriptors in the progression.

**Facilitator does:** Review the directions and provide work time.

**Note:** Participants should work with their same partners from the previous activity. If time allows, invite participants to share out specific examples with the whole group (one from the 3-5 band, one from the 6-8 band and one from HS)



**BREAK!**

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**10 minutes**

# The Writing Progressions: Key Points

The table 'WRITING PROGRESSIONS' details the development of writing skills across grade levels. It is structured as follows:

Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School/10th Grade
<b>Opinion paragraphs: Provide opinion with reasons</b>							
<ul style="list-style-type: none"> <li>Introduce a topic or text and state an opinion.</li> <li>Supply reasons that support the opinion.</li> <li>Use linking words such as because, and, and also.</li> <li>Provide a concluding statement or section.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a point or view on a topic or text with reasons and information.</li> <li>Create an organizational structure for reasons (W.3.4).</li> <li>Use linking words and phrases such as therefore, since, and for example (W.3.5).</li> <li>Link opinions and reasons using words and phrases such as because, so, and in addition (W.3.6).</li> <li>Provide a conclusion that relates to the opinion for writing (W.3.7).</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a topic or text clearly and state the purpose for writing for including a topic, issue, text, or issue (W.4.1).</li> <li>Provide logically ordered reasons that are supported by facts and details (W.4.2).</li> <li>List opinions and reasons using words, phrases, and clauses such as consequently and specifically (W.4.3).</li> </ul>	<ul style="list-style-type: none"> <li>Logically group ideas to support the purpose (W.5.1).</li> <li>Provide logically ordered reasons that are supported by facts and details (W.5.2).</li> <li>List opinions and reasons using words, phrases, and clauses such as consequently and specifically (W.5.3).</li> <li>Use words, phrases, and clauses to clarify the relationships among related and relevant ideas (W.5.4).</li> <li>Establish and maintain a formal style (W.5.5).</li> <li>Provide a conclusion that follows from the argument presented (W.5.6).</li> </ul>	<ul style="list-style-type: none"> <li>Introduce (claim) and support the reasons and evidence clearly (W.6.1).</li> <li>Support (claim) with clear reasons and relevant evidence (W.6.2).</li> <li>Use credible sources (W.6.3).</li> <li>Demonstrate understanding of the topic or text (W.6.4).</li> <li>Use words, phrases, and clauses to clarify the relationships among related and relevant ideas (W.6.5).</li> <li>Establish and maintain a formal style (W.6.6).</li> <li>Provide a conclusion that follows from the argument presented (W.6.7).</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge alternate or opposing claims or opposing claims (W.7.1).</li> <li>Organize reasons and evidence logically (W.7.2).</li> <li>Support (claim) with logical reasoning and relevant evidence (W.7.3).</li> <li>Use accurate and credible sources (W.7.4).</li> <li>Use words, phrases, and clauses to create relevant evidence (W.7.5).</li> <li>Provide a conclusion that follows from the argument presented (W.7.6).</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish the claim from alternate or opposing claims (W.8.1).</li> <li>Use words, phrases, and clauses to clarify the relationships among related, counterclaims, reasons, and evidence (W.8.2).</li> <li>Use words, phrases, and clauses to clarify the relationships among related and relevant ideas (W.8.3).</li> <li>Provide a conclusion that follows from the argument presented (W.8.4).</li> </ul>	<ul style="list-style-type: none"> <li>Create an argument that sustains the relationship among claims, counterclaims, reasons, and evidence (W.9.1).</li> <li>Develop (claim) and counterclaim fairly, supplying evidence for each while pointing out the strengths and limitations of both in support of a topic or text (W.9.2).</li> <li>Use words, phrases, and clauses to link the major sections of the text (W.9.3).</li> <li>Establish and maintain a formal style and an appropriate tone which attending to the context and purpose of the discipline (W.9.4).</li> </ul>

(LearnZillion, 2017)

- Each grade builds on the previous grade.
- A coherent picture, not isolated skills: An effective writer weaves these components together to make meaning.

**Duration:** 30 seconds

**Facilitator says:** As we wrap up this session, I just want to emphasize a few key points about these writing progressions...

**Facilitator does:** Click to reveal and explain each bullet.

- Each grade builds on the previous grade: This means that teachers should reinforce the skills from the earlier grades while focusing their teaching on the skills new to the grade level. In reality, every child will have mastered these skills to a different degree, and every child needs constant practice in all skills
- like reading, writing cannot be effectively taught through isolated skill lessons. Each writing task in the Guidebooks offers opportunities for students to bring together the cumulative skills they have learned in order to express understanding of a topic or text.. Working within the authentic context of a full writing piece will ensure that students have the opportunity they need to grow, and to strengthen their writing. An effective writer weaves these components together to make meaning.

**Facilitator does:** Emphasize the components listed for your grade level in the context of a complete, meaningful paragraph or essay. The components of a piece cannot be taught in isolation.



## Capture Your Learning

What are the key elements of Informative/Explanatory writing at:

**all** grade levels?

**your** grade level?

What will you do to improve your own teaching as a result of today's learning?

**Duration:** 6 minutes

**Facilitator says:** Before we wrap up, it's important that we summarize and capture learning from today's session. Please take a few moments to reflect on this prompt and record your responses in the space provided in your handout on p. 19.

**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 prompt. If time allows, invite people to share.

## Through the Mentoring Lens

How would a mentor know if a mentee was unclear or had inappropriate or inconsistent expectations for student writing? Where might you look for evidence of understanding or lack of it?

How will you guide a mentee to develop appropriate expectations for student writing? What's your plan?

*Important Reminder: What career-long habits do you want your mentee to build now?*

36

**Time:** 7 minutes

**Facilitator:** read the first question and ask the group to voice responses. Encourage participants to record notes on page 20 of their handout.

Some look fors:

- Look at graded student writing and compare to progressions
  - Grade or look over student writing with the mentee
  - Ask—in what ways are struggling student meeting grade level expectations?
  - Listen to student's talk about their writing or their graded assignments—do they seem to have a clear idea of what they need to do to improve?
  - Ask for specifics when discussing writing assignments and student work—do the examples given by the mentee align with grade level expectations
  - Calibrate mentee's expectations with yours and with the progressions
- Reveal question 2 and have participants record their thoughts individually in their handout on page 20. **Say:** If you currently have a mentee or someone whom you are working with, have you checked on their writing expectations yet? And if not, how soon will you do this?

- The last statement comes in with a third click and then comes in bold text. Read it and stress the importance of appropriate writing expectations for equity.

# Supporting *All* Students Evidence of Student Learning

37

**Time:** 2 minutes

**Facilitator says:** You will remember that yesterday after we talked about productive classroom discourse and we considered the importance of creating exemplar student responses as a way of preparing our thinking and calibrating expectations for student responses. This morning as we've considered writing instruction, we've discussed the need for students to incorporate strong evidence, as well as valid response to the question when writing. Now we'll extend our thinking about the quality and depth of students' responses to Guidebook tasks, especially remembering that not all students will be giving us exemplar-level responses.

## Let's Try It!

### Independently

- **Read** the benchmark for the Prometheus task.
- **Read** Tanya's response.

### Discuss

- How does Tanya's response compare to the benchmark?

38

**Duration:** 5 minutes

**Facilitator says:** Yesterday we examined and crafted a strong student response, but not all students will respond with a strong assertion and relevant and sufficient text evidence. So, let's talk about how to respond when student answers aren't strong. In a moment I am going to model a think aloud for how I would use this rubric to evaluate student work. But before we start working with a rubric, it's important that we go back to our student exemplar. We are going to revisit the Prometheus task once again, and we are going to compare a student response to the benchmark. This student's name is Tanya. The task and related materials are in your handout on p 21-22.

**Facilitator does:** Review directions and point participants to the Prometheus task (same one used earlier), the benchmark response and Tanya's response. Provide 2 minutes of independent reading time, then click to reveal discussion prompt and have participants discuss with a partner or at their table groups. Afterwards, invite participants to share out with the whole group.

# The General Rubric

Rubric for Analyzing Student Responses

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	<ul style="list-style-type: none"> <li>• response may not address the question</li> <li>• response may show lack of understanding or misunderstanding of the text</li> <li>• response may be too brief to discern what student understands</li> </ul>
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	Evidence is accurate, relevant, and specific  Evidence provided is sufficient to support the assertion	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

**Independently review the rubric.**

- What do you notice?
- What do you wonder?

39

**Duration:** 4 minutes

*The exemplar is extremely helpful, as you can see. But it's not quite enough – we're also going to use a rubric to help us analyze student work in relation to the inquiry cycle question.*

**Facilitator says:** Now we are going to turn our attention to the rubric we will be using to evaluate students' text-based responses. First let's just take a moment to orient ourselves to this tool.

**Facilitator does:** Introduce the general rubric and point participants to the rubric in their handouts (p 23). Review the directions and provide a few moments of independent review time (encouraging participants to take note about what they notice and what they wonder about this rubric). Afterwards, have participants discuss their observations with a partner. Then, invite participants to share out with the whole group.

**Look for/emphasize:**

- Participants should notice that the rubric is built around the same three criteria we

worked with in module 3 and in our previous session. Note: important to remind participants and point out that these are the same criteria from the “what do you think?” sheet

- These are very general descriptors that can apply to many tasks and many grade levels.
- The benchmark reflects what a valid assertion, supported clearly with relevant evidence, might look like for your task!

# Benchmark (Exemplar)

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion.	Responds directly to the question with a valid assertion.	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow.	<ul style="list-style-type: none"> <li>• response may not address the question</li> <li>• response may show lack of understanding or misunderstanding of the text</li> <li>• response may be too brief to discern what student understands</li> </ul>
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion.	Evidence is accurate, relevant, and specific. Evidence provided is sufficient to support the assertion.	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague.	Evidence may be minimal, irrelevant, absent, or incorrect.
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced.	Connection between evidence and assertion is clear and valid.	Connection between evidence and assertion may be vague or unclear.	Connection between evidence and assertion may be missing or invalid.

**Sample Benchmark**

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

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

**Duration:** 30 seconds

**Facilitator says:** You probably noticed that this rubric is pretty general – it’s not grade or task specific. In order for this rubric to work and give us the data we need about our students, we must pair it with an benchmark that IS grade and task-specific.

**Facilitator does:** Click to reveal the image of the benchmark and the rest of the title of the slide.

**Facilitator says:** That’s where our exemplar comes in! This exemplar serves as a benchmark for measuring student responses. With this benchmark in mind, we can use the general rubric to evaluate students’ understanding, their choice of evidence, and their explanation of their evidence. Any questions about this?



# Using the General Rubric

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow  <b>TL</b>	<ul style="list-style-type: none"> <li>• response may not address the question</li> <li>• response may show lack of understanding or misunderstanding of the text</li> <li>• response may be too brief to discern what student understands</li> </ul>
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	Evidence is accurate, relevant, and specific  Evidence provided is sufficient to support the assertion	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague  <b>TL</b>	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid  <b>TL</b>

**Duration:** 2 minutes

**Facilitator says:** Now I'm going to model how you might use this rubric in conjunction with the benchmark to evaluate students' responses. I'm going to do this by evaluating Tanya's response, which you all just read a few minutes ago.

**Facilitator does:** Conduct a think aloud to model how you would complete this rubric when analyzing student writing:

Let's see.....I have a whole pile of student responses here that I need to make sense of. I love how simple and easy to use this rubric is but it's SO general! How do I know what "sufficient" means? How can I know what "sufficient evidence" looks like? And what about evidence that is "specific"?

Oh, wait – I DO also have this handy exemplar that I wrote, to give me a good clear sense of what I'm looking for here. I can use this as my benchmark – based on this exemplar I have a very clear picture of what "clear understanding" and "sufficient evidence" look like.

So now, let me take a look at this first student, Tonya. It looks like she did answer the question pretty accurately – of course, her assertion is worded a little differently from the exemplar, but it's just as clear, and it's certainly 'valid". So, I'll put her initials TL in the "proficient" box, like this.

***Click to have the initials TL appear.***

How about her evidence? Hmm.....well, she did try to give some evidence, and it's basically accurate - but compared to my exemplar, Tonya's evidence is pretty vague. So I'm going to put her initials in the "approaching" box for evidence.

***Click to have the initials TL appear.***

Yikes – now that I look closely, and compare this to my exemplar, I can see that Tonya really didn't even attempt to make a connection between her assertion and the little bit of evidence she gave. I guess I need to put her initials in the "beginning" box for connecting the evidence.

***Click to have the initials TL appear.***

**Facilitator says:** And of course you would continue to assess the responses of all your students in the same manner. So think to yourself for a moment: As an experienced teacher, do you use the rubric and an exemplar each time you evaluate student responses? What would doing so bring to your teaching? How

## As a Teacher Consider:

As an experienced teacher, do you use the rubric and an exemplar each time you evaluate student responses?

What might doing so bring to your teaching?

How might Gordon's Skill Ladder and the idea of conscious and unconscious competence come into play with regards to the rubrics and exemplars?

## As a Mentor Consider:

How would consistently using the rubric and exemplars support or accelerate a mentee's professional growth?

How might their use impact a mentee's development of self-efficacy and growth mindset towards their students?

How might your use of the rubric and exemplars support the mentee understanding instructional practices?

5 minutes

**Facilitator says:** Take a few minutes to reflect on these questions. Capture your thoughts in your handout on page 24-25. Then turn and talk with an elbow partner; share your thoughts and record any additional insights.

Once I've assessed a student's response with the rubric, I know how to support the development of their thinking. I know what feedback to give and how to differentiate instruction to develop the student's thinking about complex text and the way it's explained in response to text dependent questions.

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**Time:** 2.5 minutes

Facilitator says: Let's switch hats and start thinking like mentors again. How would explicitly using the rubric help novice teachers? What impact would its consistent use have on their teaching and on their student outcomes? Turn and talk with an elbow partner.

Next time we meet, we'll talk more about the implications for using the rubric to guide instructional next steps for individuals, small groups, and whole class instruction.

## Reflection Time

- As an experienced teacher, do you use the rubric and an exemplar each time you evaluate student responses? What might doing so bring to your teaching?
- How might Gordon's Skill Ladder and the idea of conscious and unconscious competence come into play with regards to the rubrics and exemplars?
- How would consistently using the rubric and exemplars support or accelerate a mentee's professional growth?
- How might their use impact a mentee's development of self-efficacy and growth mindset towards their students?
- How might your use of the rubric and exemplars support the mentee understanding instructional practices?

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Time: 4 minutes

Facilitator says: The questions on this slide are in your handout on pp 22-23. We'll take 4 minutes for you to record your thoughts, especially any insights or big ideas that you want to remember for your teaching or mentoring practice.

## Documenting Our Work for the Assessment

You're now ready to start work on another domain!

Please open your BloomBoard account.



Duration: 30 seconds

Facilitator: Read the slide.

## Expressing Understanding in Writing Domain Tasks

As a table group read through the tasks for *Expressing Understanding of the Text through Writing* and the *Demonstrates* level of each rubric, pointing out noticings about the requirements, brainstorming possible lesson ideas, and taking notes of important or useful ideas and insights.

46

Duration: 1 minute for the slide + approximately 24 minutes of work time, depending on pacing

Read the slide and tell the participants they'll have about 35 minutes of work time to review the tasks in this domain. After reviewing the tasks as a table group, they may elect to work on this domain or work on any other domain tasks they have in progress. Remind them that they have access to other's expertise and experience right now.

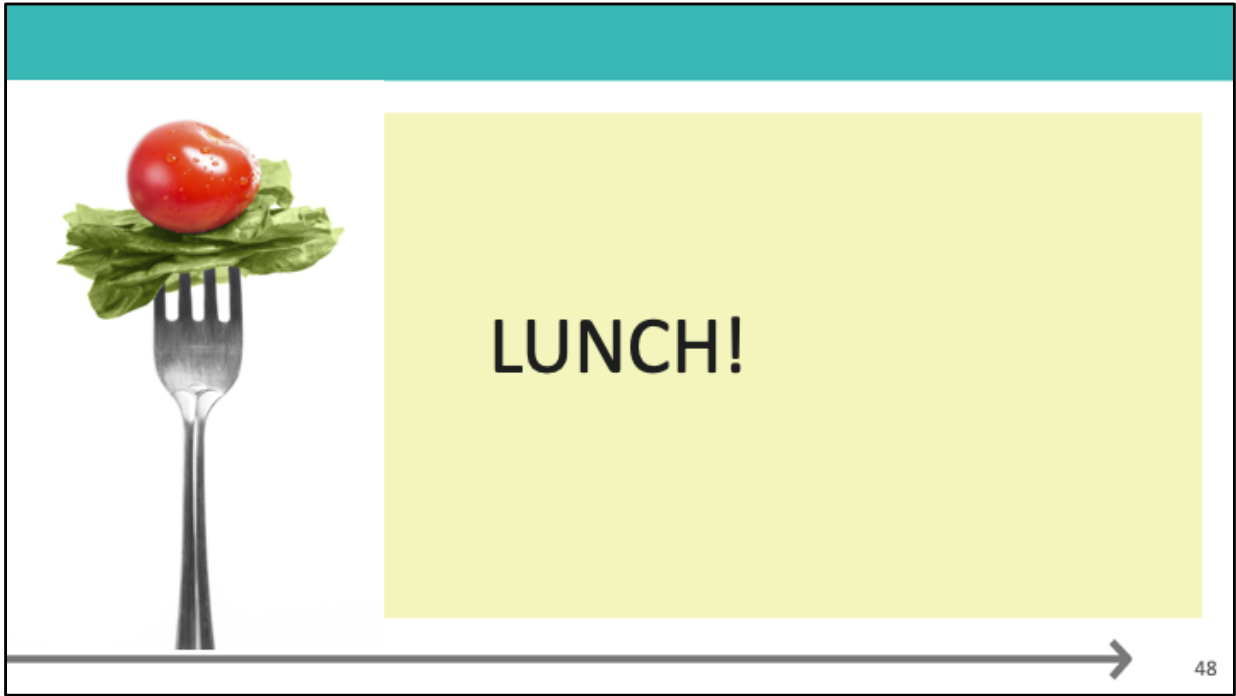
## Use Your Time Wisely

- Begin working on Expressing Understanding through Writing tasks.
- Continue working on a task previously begun.
- Seek advice or ask questions about micro-credential tasks.
- Draft, revise, or seek feedback on assignment submissions.



Show this slide during work time and encourage participants to use the time to work on micro-credential submissions. Remind them of their district's expectation (and need) for them to become certified as a mentor.





●45 minutes

# The Mentoring Cycle



49

● **Duration:** 30 seconds

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

## Module 7 Afternoon Outcomes

### MEASURE PROGRESS

- Engage mentee in reflection on practice.

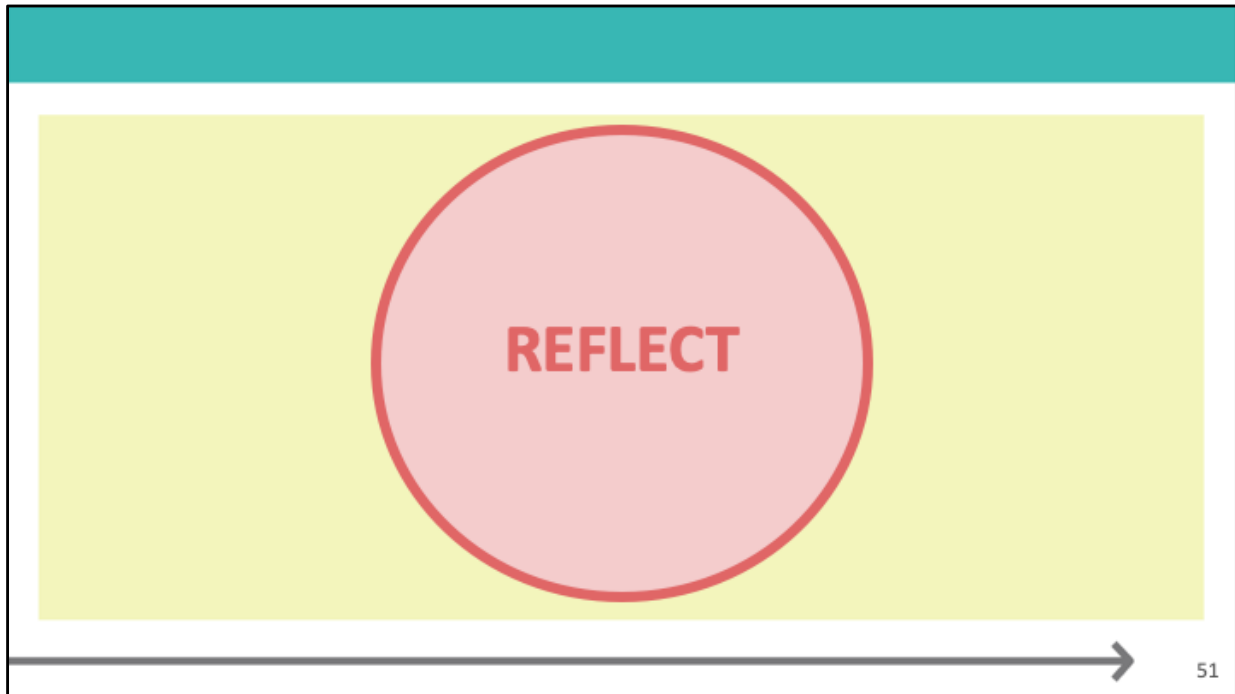
### COACH

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

50

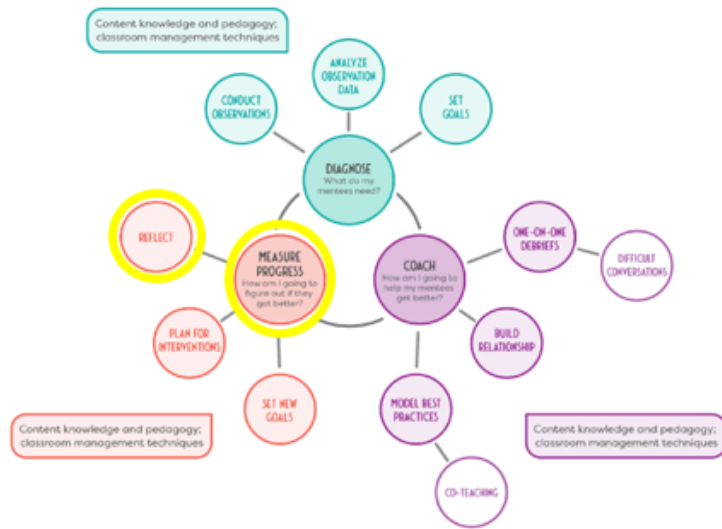
● **Duration:** 2 minutes

● **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



52

- **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

53

- **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)

54

- **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 27 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. 28-30 and po. 31-33 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.



*We don't learn from experience, we learn from reflecting on experience.*

-John Dewey

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## 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)

57

- **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 34 in your packet. This is a sheet that you can use to engage your mentee in self-reflection. 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?
- **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.

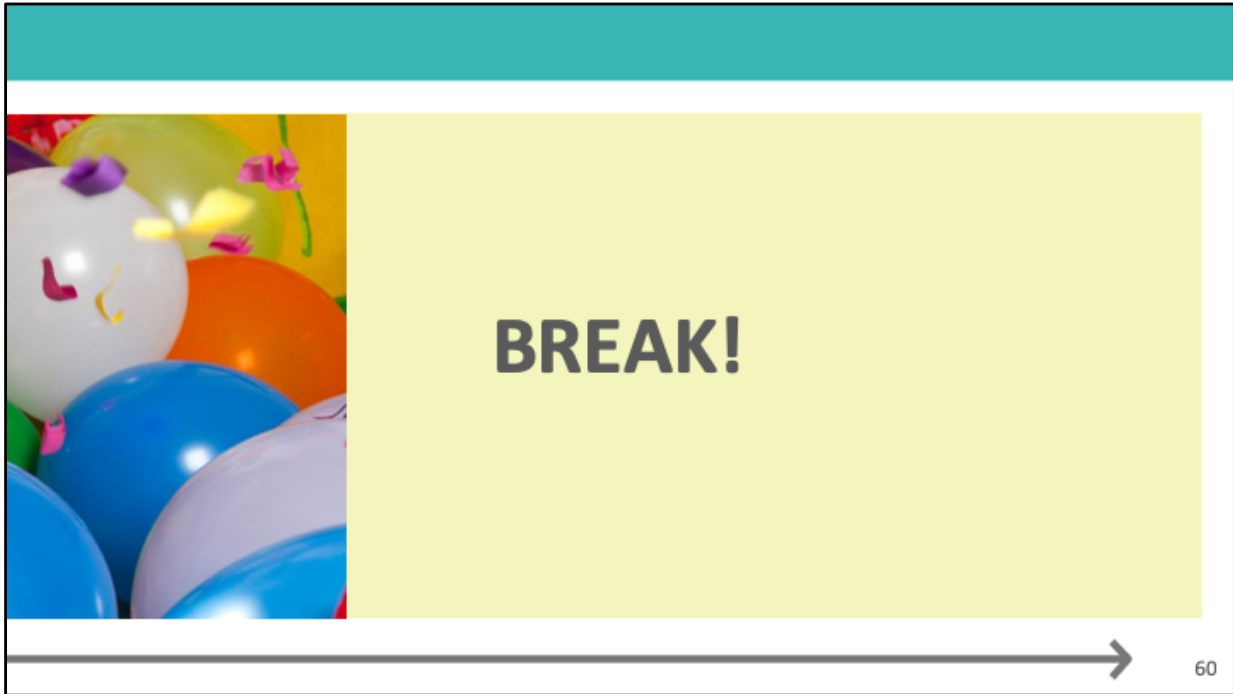
## Key Takeaway

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



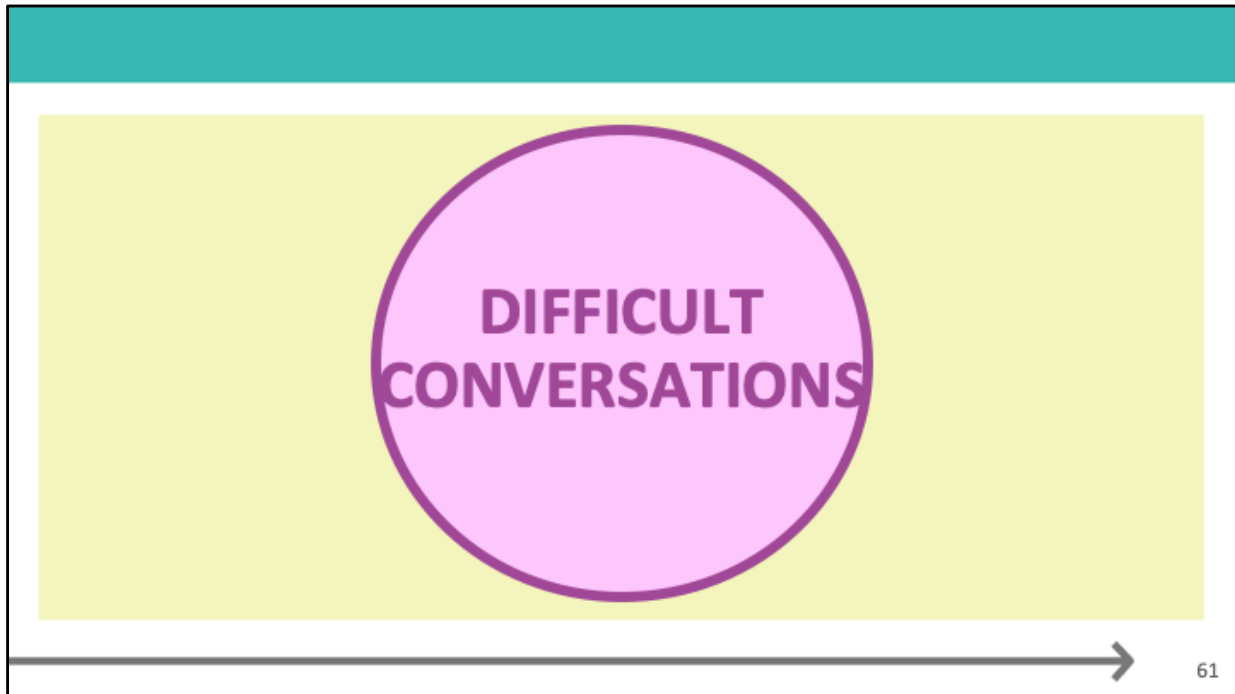
59

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



**SECTION START: 1:45**

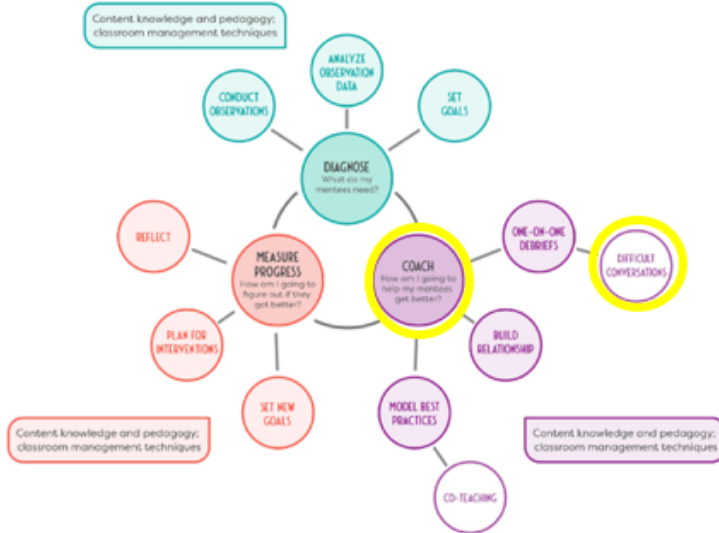
●**Duration:**15 minutes



**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



- **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!



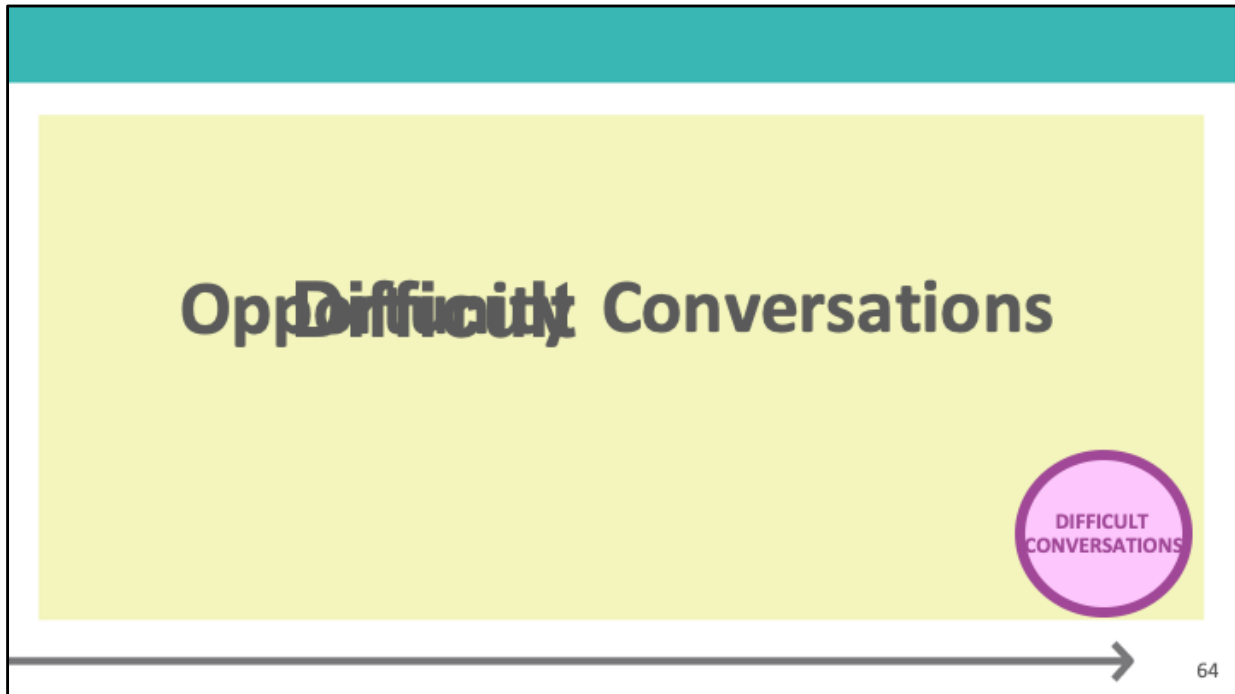
## Difficult Conversations: 3 Key Components

- 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?



65

● **Duration:** 1 minute

● **Facilitator says:** The guiding questions we will answer about difficult conversations are on p. 36. 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.*



66

**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. 36.

**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?



67

**Duration:** 5 minutes

**Facilitator says:** In your packet on pg. 36 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.



68



● **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. 37 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

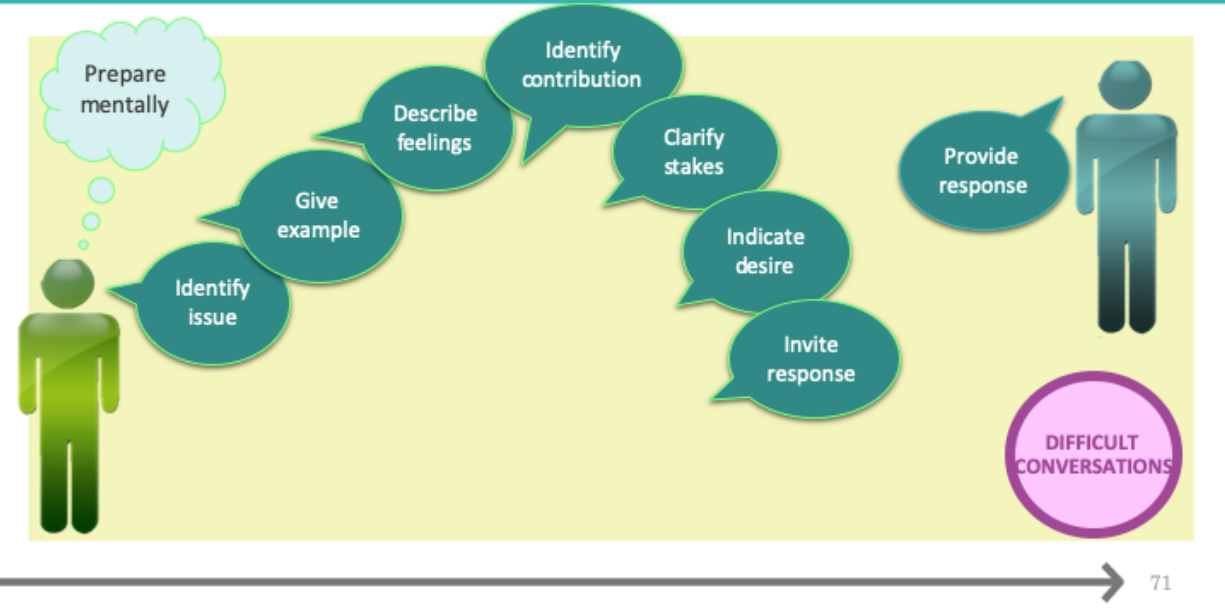
- See difficult conversations as important opportunities
- Use the “Opportunity Conversation” protocol to structure difficult conversations
- Plan for engaging in Opportunity Conversations with your mentee



70

- **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. 38-39 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



72

- **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?



73

- **Duration:** 12 minutes
- **Facilitator Says:** So we're going to have you get up and find a partner-- someone you haven't spoken with yet today or yesterday. You'll have 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 40-41 in your packet. As you read, please mark up and take notes. You'll see that in your handout packet there is space on p. 42 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.



74

● **Duration:** 15 minutes

● **Facilitator says:** In your packet on pg. 43 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 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 protocol 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.

## 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?



75

● **Duration:** 10 minutes

● **Facilitator says:** Take a look at the Alternative “Opportunity” Conversation Protocol on p. 44. 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 on p. 36 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



76

- **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?



77

● **Duration:** 15 minutes

● **Facilitator says:** You will now have a chance to practice your own personal opportunity conversation. You're going to work with another partner--look around and find a person who's wearing the same color clothes you are. Once you are seated with them, you'll each recall 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, the person with the greatest number of years of experience will go first and your partner will share 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?

- Switch roles and repeat.

- **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



78

● **Duration:** 3 minutes

● **Facilitator says:** Take 3 minutes individually to respond to the reflection questions on p. 46.

## Key Takeaway

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



79

- **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

80

## 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.

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- **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".

## The Assessments

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

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- **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

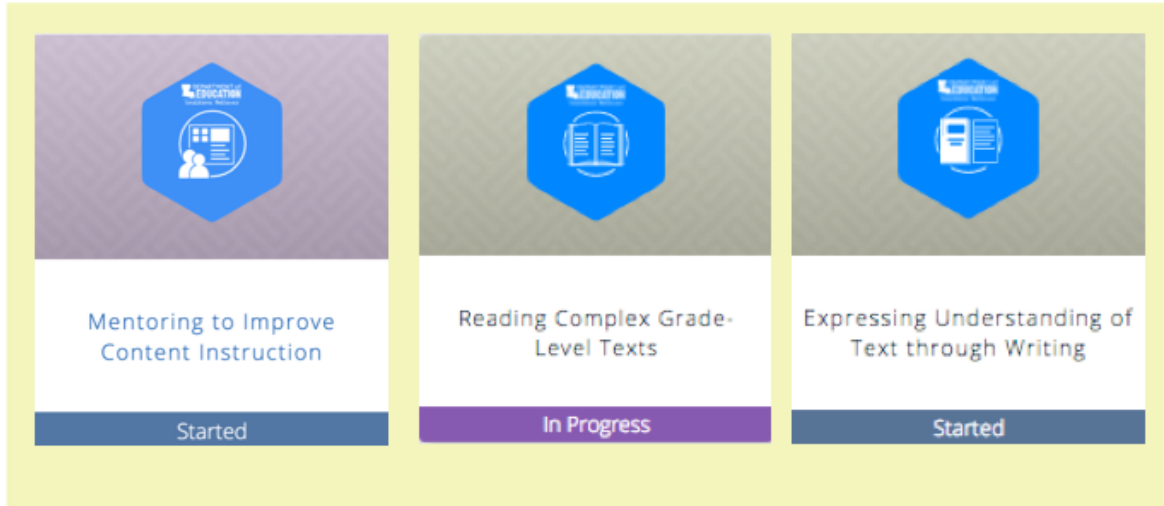
- of the assessment as they should have already started relationship building, and hopefully have started coaching as well. They now have also learned how to monitor progress.
- Evaluate - Today we learned how to engage in reflection - once you complete a coaching cycle with your mentee, you'll engage 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



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- **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 6-7 Survey

Complete the Module 6-7 survey at:

<http://tinyurl.com/y5kyoz9c>



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- **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!

## Module 6-7 Survey

Complete the Module 6-7 survey at:



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- **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!