	<p>Module 7: Selecting & Adapting High-Quality Materials to Meet Student Needs</p> <p>Secondary Universal Cohort</p> <p>October 2019</p> <p style="text-align: right; font-size: small;">1</p>
-----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SECTION START: 8:30

● **Duration:** 30 seconds

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

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

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.



2

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

You said...

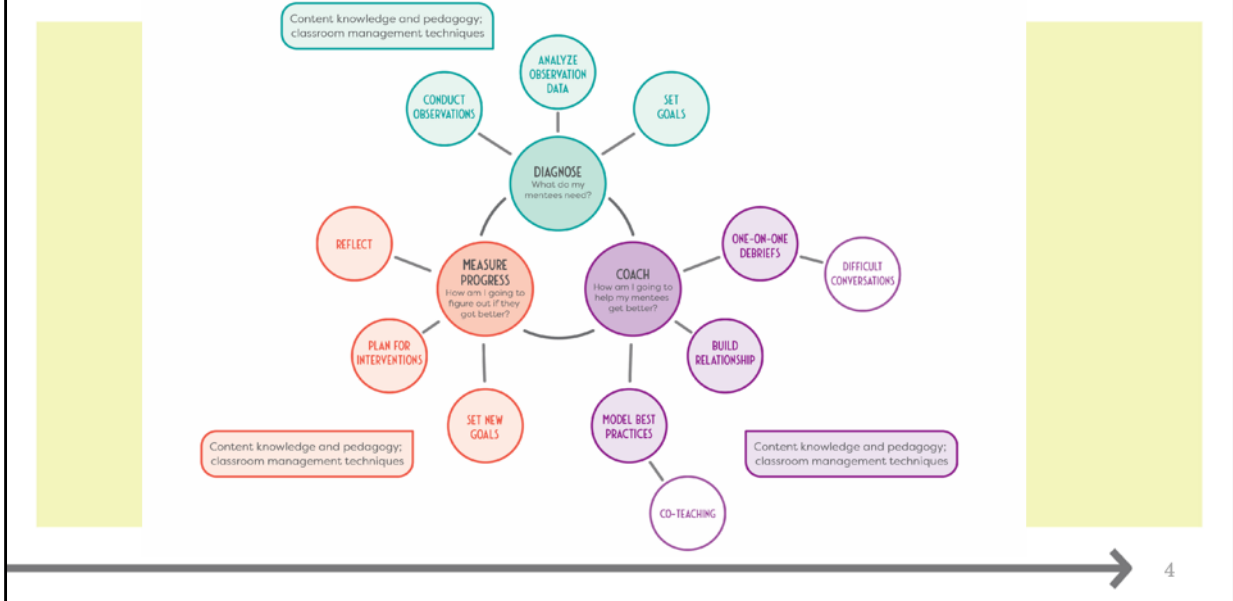


- Biggest takeaway from the day
- One question you currently have

3

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

The Mentoring Cycle



● **Duration:** 30 seconds

● **Facilitator Says:** The mentoring cycle is on page 3 of your handout. Remember, this is the mentor cycle that all of our work is grounded in. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today, we'll be zooming in on aspects of Coach and Measure Progress. By the end of the nine Modules we will have worked through all of the components of the cycle.

Module 7 Morning Outcomes

- Analyze pre-existing instructional resources using LDOE criteria for high-quality instructional materials.
- Develop a plan for adapting high-quality instructional materials to meet the needs of diverse learners.

5

- **Duration:** 30 seconds
- **Facilitator says:** The state of Louisiana has invested significantly in the development and identification of Tier 1 curriculum to ensure all educators have access to high quality curriculum and instructional materials. This investment resulted from compelling research on the impact on students when teachers work with HQ curriculum. We are committed to teachers and students having these materials – particularly our newest teachers and our teachers serving our most vulnerable students.
- **Facilitator says:** Many of you work in disciplines that where Tier 1 instructional materials are difficult to locate. There may be a plethora of resources but determining which meet high quality standards can be challenging. A big part of today will involve looking at the criteria that helps you discriminate among the materials and make the best decisions for your students. We will also talk about what you do when such materials are not available to you. And, once you have selected high-quality materials, you will need to adapt them to meet the needs of diverse learners.

- Remember to continue to consider your learning through two lenses - application to your own instructional practice and application to your work as a mentor of a new teacher.

Today's Agenda



- Welcome and outcomes
- Criteria for selecting high-quality instructional materials
- Adapting high-quality instructional materials to meet student needs
- Lunch
- Reflection
- Difficult Conversations
- Connection to assessments
- Wrap-up

6

● **Duration:** 30 seconds

● **Facilitator says:** You will see our agenda on p. 4 of your packet. We will begin with our content focus on criteria for selecting high quality instructional materials and adapting those materials to meet student needs, then move into our mentoring focus on reflection and difficult conversations. At the end of the day, you will have time to work on the mentoring assessments.

Our Working Agreements



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

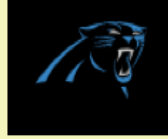


● **Duration:** 3 minutes

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

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

Let's Make a Date



● **Duration:** 1 minute

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

Building on Our Learning So Far

THREE

big ideas that are standing out to you about mentoring to meet the needs of all learners

TWO

questions you have about mentoring to meet the needs of all learners

ONE

takeaway for your mentoring practice you have so far

9

- **Duration:** 3 minutes
- **Facilitator says:** As we move into mentoring the selection of high-quality instructional materials and adapting those materials to meet the needs of all learners, you'll want to make sure that you've processed the information you've heard so far about mentoring to meet the needs of all learners so you're ready to tackle more ideas. Take 3 minutes to jot in your handouts on p. 5 these reflections to help you remember what we worked on yesterday (as well as during modules 4 and 5) and to get you prepared for more learning today. Your personal role will be for you to try to get your questions answered today and to let us know before the end of the day any outstanding questions that you still have.

Selecting High-Quality, Classroom-Based Instructional Materials

10

Duration: 6 minutes

● **Facilitator says:** More and more research is showing the impact that high quality curriculum can have in the hands of all teachers. The expectation that every teacher should invent their own lessons is giving way to every teacher deserves access to high quality curriculum and instructional materials. As a result a growing number of non profits and for profit companies are investing in developing these materials.. LDOE is specifically committed to ensuring that every Louisiana teacher has access to high-quality instructional materials. As a matter of fact, high-quality instructional materials is one of LDOE's a guiding principles and s core strategy for student success. As you are aware even the state of Louisiana has invested in developing high quality materials for language arts and math.

Unfortunately all of you teach in fields where the curriculum and instructional materials are limited. And even if they is a plethora of them – information regarding their quality is limited. So you are left with the challenge of sorting through these materials to ensure they meet the definition of high quality.

● Since many resources available to teachers are of low quality and teachers attempt to revise them to make them high quality, LDOE is committed to support teachers with easy access to high-quality materials that are integrally connected to Louisiana's

Student Standards. And in the absence of such materials LDOE will also help with guides for assessing the quality of available materials.

Many of you do this all the time and have perfected the process. This is a process that you often do with unconscious competence. As with other areas we have explored—building knowledge, for example, we want to support you in making your decision-making more transparent and conscious so that you can transfer this process to a mentee.

Often a mentee will enter your classroom and use the instructional materials you make available to him or her. However, when your mentee is ready to soar alone, he or she will be responsible for independently selecting instructional materials. Because research is increasingly demonstrating that the quality of instructional materials influences student success, this is an important responsibility of mentors. It aligns directly with the role of a resource provider, one of the 10 roles of mentors we shared in our very first session. A resource provider finds, selects, and expands teachers' use of resources. An important aspect of the resource provider role is to teach your mentee how to access, analyze, and select high-quality classroom-based instructional materials that will lead to effective instruction and student success. Today's work will be an extension of yesterday's exploration of the creation of rich text sets to build content knowledge.

Guiding Questions

- How does the quality of classroom-based instructional materials influence teaching and student success?
- What criteria can teachers use to select high-quality classroom-based instructional materials?
- How do teachers apply criteria to the review and selection of classroom-based instructional materials?
- How do mentors help mentees learn to apply criteria to the selection of classroom-based instructional materials?

11

Duration: 3 minutes

Facilitator says: The guiding questions we will answer about selecting instructional materials are on p. 6. Take a minute and read through them. Share with an elbow partner where the learning may be new and where it will be a review

Jigsaw: Why High-Quality Instructional Materials



- Each person in your trio reads a different article
- For each article, note
 - Key ideas
 - New information
 - Questions raised
 - Actions to take
 - Summary statement

12

To be completed

Duration: 25 minutes

Facilitator says: Let's learn more about this movement toward ensuring teachers access to high quality instructional materials. We are providing three different articles. Find two people reading something different than yourself. "Threading the Needle" is a little longer than the other two articles, so one of the faster readers in your group may want to take that one. The articles are on pages 8-15 in your handouts.

Complete the protocol on page 6 while you complete the reading. After about 8 minutes, each person should take 2.5 minutes to share your findings with your colleagues (assign a timekeeper).

Facilitator does: Circulate to listen in on conversations, noting comments to surface in the large-group conversation.

The three articles are included with handouts

<https://tinyurl.com/sort-good-from-bad>

Failing by Design: <https://edexcellence.net/articles/failing-by-design-how-we-make-teaching-too-hard-for-mere-mortals>

Threading the Needle: <https://educationnext.org/louisiana-threads-the-needle-ed-reform-launching-coherent-curriculum-local-control/>



Duration: 10 minutes

Facilitator says: Let's hear what emerged from your reading. .

Facilitator does: Invite representative from each group to share their summaries with the large group. Listen for these key ideas and add them to the large-group discussion if they do not surface:

- Substantive more research to suggest the potential impact of quality instructional materials.

- Serves as rationale for the LDOE investing in developing materials.

- Quality materials are especially important to new teachers – particularly if we want level playing fields

- Note comment from teachers in first article who were not threatened by the materials

- What do you do in the absence of materials – greater responsibility to use criteria in the selection of materials

- Note - the "effect size" of choosing a better second-grade math curriculum was larger than replacing a fiftieth-percentile teacher with a seventy-fifth-percentile teacher

In response to concerns about using others materials – recall this statement: No one would accuse Yo-Yo Ma of being a second-rate talent because he merely plays notes written by Bach.

Adopting new standards accomplishes nothing unless it gets teachers to change classroom practice. Louisiana’s educators were far more likely to be using instructional materials aligned with Common Core standards. They also demonstrated a better understanding of the standards and taught their students in ways the standards were meant to encourage.

Significantly, all of this work was done *with* teachers, not *to* them. The LDOE created a network of teacher leaders who were handpicked for demonstrated teaching and leadership ability, drawn from every region of the state and different grade levels.

Guidance for Selecting High-quality Instructional Materials

1. Use instructional materials that a **trusted source** (e.g. Louisiana Believes, EdReports) **has already identified as high-quality**.
2. If #1 is not an option for you, **get good at identifying high-quality instructional materials**.
3. If you can't find anything good out there, **create your own materials** (last resort, especially for a new teacher).

14

Duration: 3 minutes

Facilitator says: As we dive into the process of selecting high-quality instructional materials, it is important to remember the “order of operations,” if you will, prescribed by the LDOE and supported by research.

It is most desirable to ensure all educators have access to Tier 1 resources. They are identified on the Louisiana Believes site (as are Tier 2 and 3 resources).

When Tier 1 materials are not available then the next most desirable action is to select materials according to established criteria. We are going to practice the process identified in number 2 today.

As we saw in the “Failing by Design” article, number 3 is truly a last resort because creating instructional materials takes a tremendous amount of time and expertise.

LDOE Criteria for High-quality Instructional Materials

1. The instructional materials **align to the letter and spirit of the course standards.**

15

Duration: 7 minutes

Facilitator says: On to a process for identifying high-quality instructional materials. LDOE recommends three baseline criteria for high-quality instructional materials. They appear on p. 16. There may be others you would add to the list. Let's take each apart and explore its meaning. The first one is that instructional materials align to the letter and spirit of the course standards.

Turn to a shoulder partner and describe as if you were mentors to mentees what "aligns to the letter and spirit of the course standards." What key ideas are important to unpack as you define the meaning of the first item. Consider an example that would be relevant in your discipline.

Facilitator does: Provide three minutes for pairs to talk. Ask three to five pairs to share their discussion.

LDOE Criteria for High-quality Instructional Materials

2. The instructional materials include **clear and sufficient guidance for teachers** to support teaching and learning of the course standards.

16

Duration: 10 minutes

Facilitator says: The second criterion LDOE recommends is that instructional materials include clear and sufficient guidance for teachers to support teaching and learning of the course standards. What makes up clear and sufficient guidance for teachers? Talk at your table to identify what you would want to have that would be examples of what “clear and sufficient guidance” in your discipline would include. Chart your responses.

Facilitator does: Provides five minutes for tables to generate ideas and chart them. Post the charts by others as they report. Ask each team to post someone at its chart with a marker to check off those that are mentioned as others report. Hear a few from each team until most have been shared. Ask members to review the list they created.

LDOE Criteria for High-quality Instructional Materials

3. The instructional materials provide appropriate level and type of **scaffolding, differentiation, intervention, and support for a broad range of learners.**

17

Duration: 8 minutes

Facilitator says: And let's look at the third criteria, the instructional materials provide appropriate level and type of **scaffolding, differentiation, intervention, and support for a broad range of learners.** As a table group consider what you would expect to find in high-quality instructional materials that provide support for scaffolding, differentiation, intervention, and support for a broad range of learners. When you think about the type of instructional materials that would help you scaffold, differentiate, intervene, and support a broad range of learners, what would be useful to you? Let's collect your ideas.

Facilitator does: Chart responses from participants. Ask participants to be specific and share examples when they offer ideas.

LDOE Criteria for High-quality Instructional Materials

1. The instructional materials **align to the letter and spirit of the course standards.**
2. The instructional materials include **clear and significant guidance for teachers** to support teaching and learning of the course standards.
3. The instructional materials provide appropriate level and type of **scaffolding, differentiation, intervention, and support for a broad range of learners.**

18

Duration: 5 minutes

Facilitator says: Look back at the criteria you generated in our first conversation. What others would you add to the list? Additional references are available on the Louisiana Believes website.

Facilitator does: Chart additional criteria as participants offer them.

BREAK!

19

SECTION START: 10:05

●15 minutes

Apply Criteria



- Work with a partner who teaches a discipline similar to or the same as yours.
- Review at least one sample of the instructional materials provided to determine if it meets the criteria. Note the specific evidence within the materials where each criterion is present.
- Be aware of how you are determining if the criteria are present and write notes on the process you use.

20

Duration: 25 minutes

Facilitator says: We are going to apply the criteria to some sample instructional materials. There is a collection of materials for different disciplines, so you are free to choose one that is close to your content area. It will be helpful if you work with a partner to do the analysis. Read through the example and annotate using sticky notes or marking directly in the sample where you see evidence of the criteria. You may want to add additional notes about how well the sample meets each criterion. As you do this task be aware of your thinking, especially how you determine if the criteria are present. Take notes on your process so that you can explain it to others.

Facilitator does: Provide about 10 minutes for pairs to do their review. Circulate to remind pairs to jot notes about their process. When two minutes of time remains, remind participants again to jot down their process if they haven't.

Facilitator says: Let's hear about the process you used to do your analysis. Who would like to share his or her process? Whose process was different? Who has something in their process that hasn't been mentioned yet? (Gather ideas from the whole group.)

Connect this work to the distinction assessment (per LDOE) – the process you are practicing here will help you as your work through your mentor distinction assessments.

https://www.louisianabelieves.com/docs/default-source/professional-development/distinction-pathway-infographic_mt.pdf?sfvrsn=2

<https://www.louisianabelieves.com/docs/default-source/professional-development/distinction-webinar-for-year-1-mentor-teachers.pdf?sfvrsn=2> – **the specific criteria for secondary universal mentors are in a dropbox business account – access?**

Listen-fors from LDOE:

Science and social studies

Improve your instruction and make your life easier by using [tier 1 materials](#) whenever possible!

Where this isn't yet possible (e.g. high school science) use our [rubrics](#) to evaluate tools

Other content areas

Be a conscious consumer. Use the criteria on slide 17 to sort the good from the bad (knowing that there is a lot of bad out there)

Developing a Mentee's Capacity



With your partner, discuss how you will use what you learned to teach a mentee to select high-quality, classroom-based instructional materials.

21

Duration: 10 minutes

Facilitator says: Let's consider how you will use what you learned to teach a mentee to select high-quality materials. With your partner, talk about how you will teach a mentee to select high-quality, classroom-based instructional materials. **Jot notes for future reference on p. 17.**

Facilitator does: After 4 minutes, invite two pairs to share their conversation.

Mentee-Mentor Conversation Practice



- Choose one of the samples.
- Analyze it according to the three LDOE criteria and any others you deem critical.

- **With a partner who will serve as your mentee, explain how the sample does and does not meet the criteria for high-quality classroom instructional materials and how to adapt it so that it does meet the criteria.**
- **Check to determine if the mentee knows how to adapt the sample you chose.**

22

Duration: 20 minutes

Facilitator says: Choose a sample and analyze it for the **three** LDE criteria for high-quality instructional materials. Make notes on the sample for reference when you share your analysis.

Facilitator does: Give participants five minutes.

Facilitator says: Find a partner. With your partner, each of you will explain your analysis to the other who will serve as your mentee. Assume that the mentee brought you that sample as an example of high-quality instructional materials. Share your analysis about how the sample does and does not meet the criteria and how to improve it. Check the mentee's understanding of what is needed to improve it. Each partner has five minutes.

Revisit Guiding Questions



With your learning team, respond to the guiding questions on p. 6.

23

Duration: 10 minutes

Facilitator says: Take a few minutes to revisit the guiding questions for this section. Talk with your colleagues to respond to each question on p. 6.

Facilitator does: Circulate and note a few responses to share with the group during the exploration of sites with high-quality resources to follow.

Where to Go for High-quality Instructional Resources

- Explore 1 or 2 of the sites relevant to your work, bearing in mind the criteria for selection of high-quality instructional materials.
- For conversation:
 - How do you (or how do you plan to) use these resources as you plan instruction in your setting?
 - How will you talk with and guide your mentee in accessing and using these resources?

24

Duration: 25 minutes

Facilitator says: Look at the list of resources on the bottom of p. 17 in your handout. Explore 1 or 2 of the sites relevant to your work, considering the criteria for selection of high-quality instructional materials established by the LDOE that we focused on earlier. You may want to save a link or two for further exploration after today. After about 10 minutes of exploration, share with your learning team for five minutes

How you do (or plan to) use these resources as you plan instruction in your setting

How you will talk with and guide your mentee in accessing and using these resources - What is most important for him/her to know and build into regular practice?

Facilitator does: Encourage participants to get online and ready to examine sites. Ask for 3 teams representing different content areas to share their ideas. Reinforce the “order of operations” from slide 14.

Resources to consider:

<https://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library>

<https://learnzillion.com/p/>

<https://www.pbslearningmedia.org>

<https://sharemylesson.com>

<http://ngss.nsta.org/Classroom-Resources.aspx>

<https://www.socialstudies.org/c3/resources>

<https://sparkpe.org/physical-education/lesson-plans/>

<https://www.oercommons.org>

Connect the Learning

How will you apply your understanding of selecting and adapting high-quality instructional resources to...

...your role as a teacher?

....your role as a mentor?



25

Duration: 3 minutes

Facilitator says: To connect this portion of the morning's learning to your work as a mentor, please jot down your thoughts to these two questions in your handout (p. 18).

Connection to the Teacher Competencies

26

SECTION START: 11:35

- **Duration:** 10 minutes

Teacher Competencies

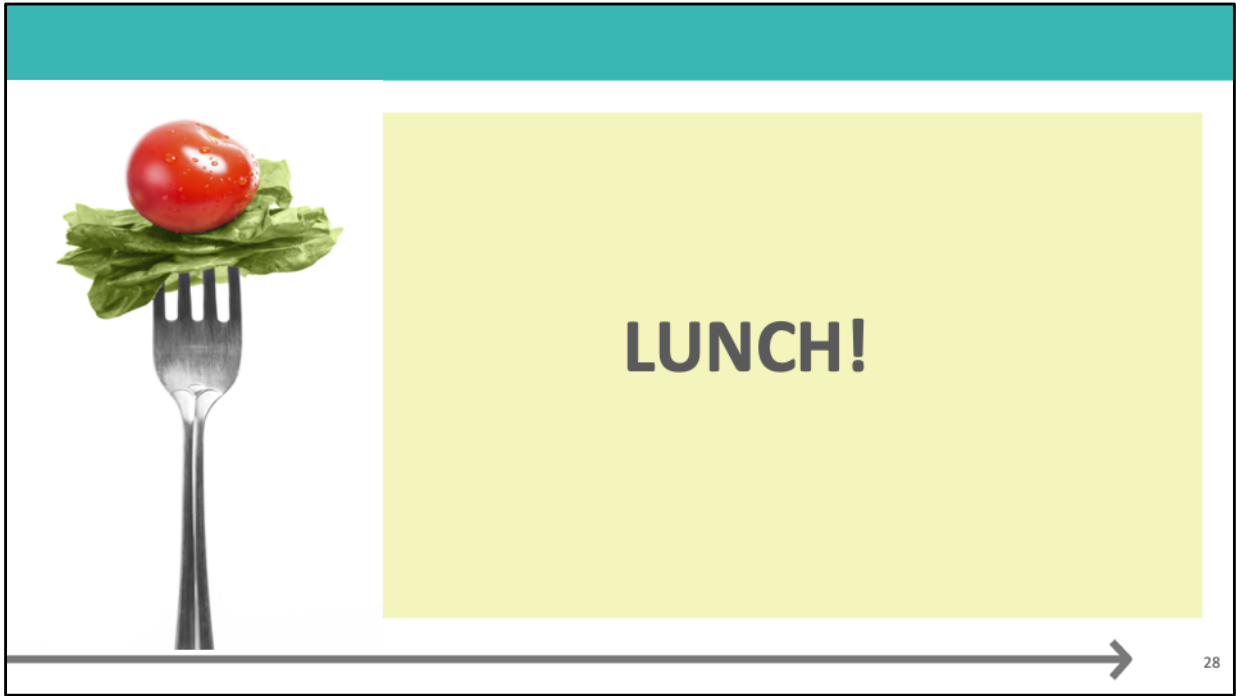
Examine the General Teacher Preparation Competencies (p. 3) and Disciplinary Literacy Competencies (p. 11-12) and note alignment between the competencies and

- selecting high-quality instructional materials
- adapting high-quality materials to meet the needs of all learners

Be ready to explain.

27

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



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

The Mentoring Cycle



29

SECTION START: 12:30

- **Duration:** 30 seconds

- **Facilitator says:** Welcome back - we hope you enjoyed your lunch!

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

Module 7 Afternoon Outcomes



- Engage mentee in reflection on practice

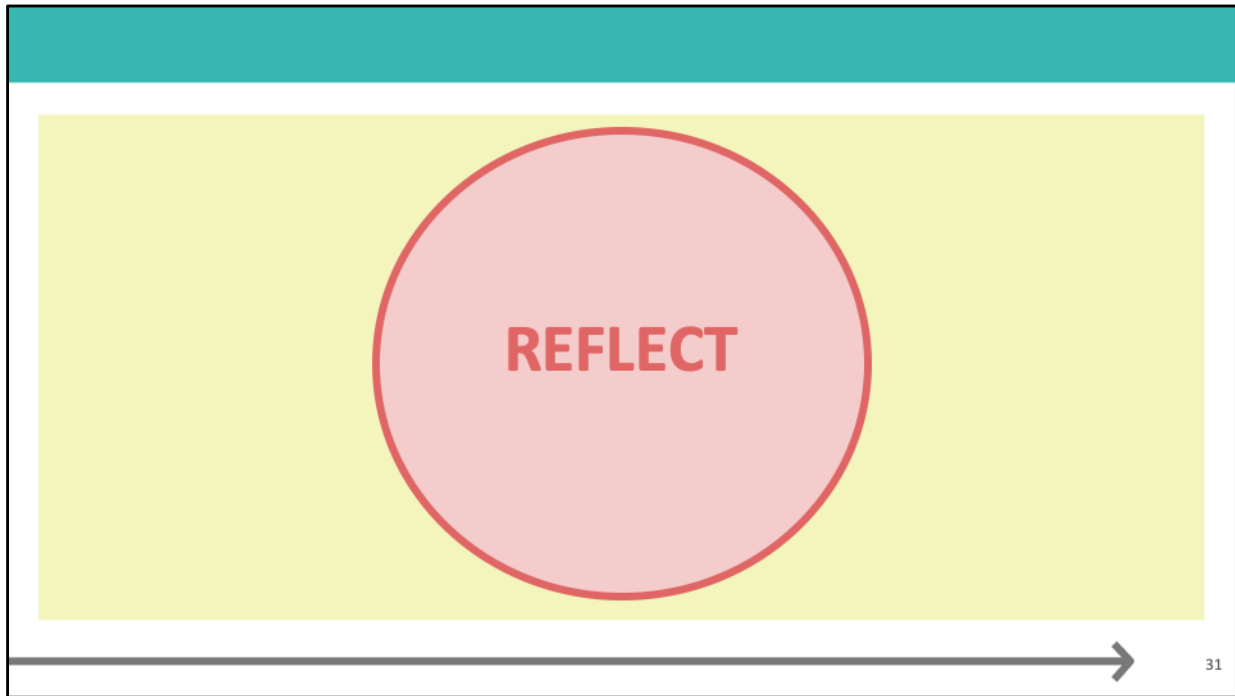


- Facilitate difficult conversations using the “Opportunity Conversation” protocol

30

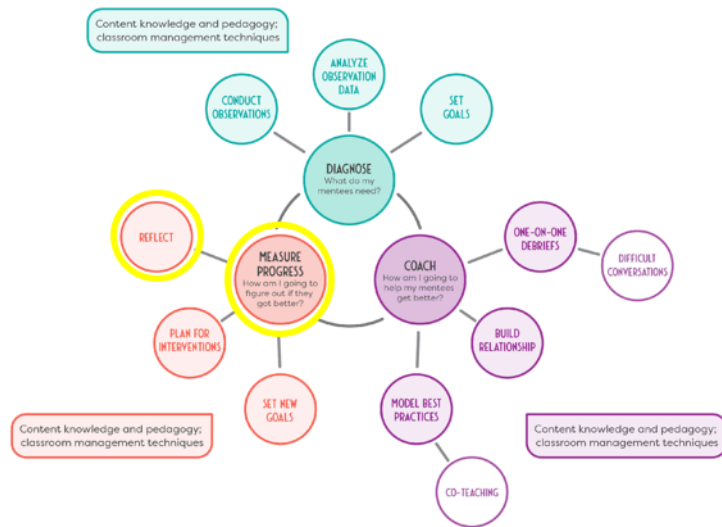
● **Duration:** 2 minutes

● **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



32

- **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

33

- **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)

34

- **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 20 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. 21-24 and p. 25-28 of the handout)

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

When to Engage Your Mentee in Reflection



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

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

Engage Your Mentee in Reflection

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

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

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

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

36

- **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 29 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?

37

- **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.

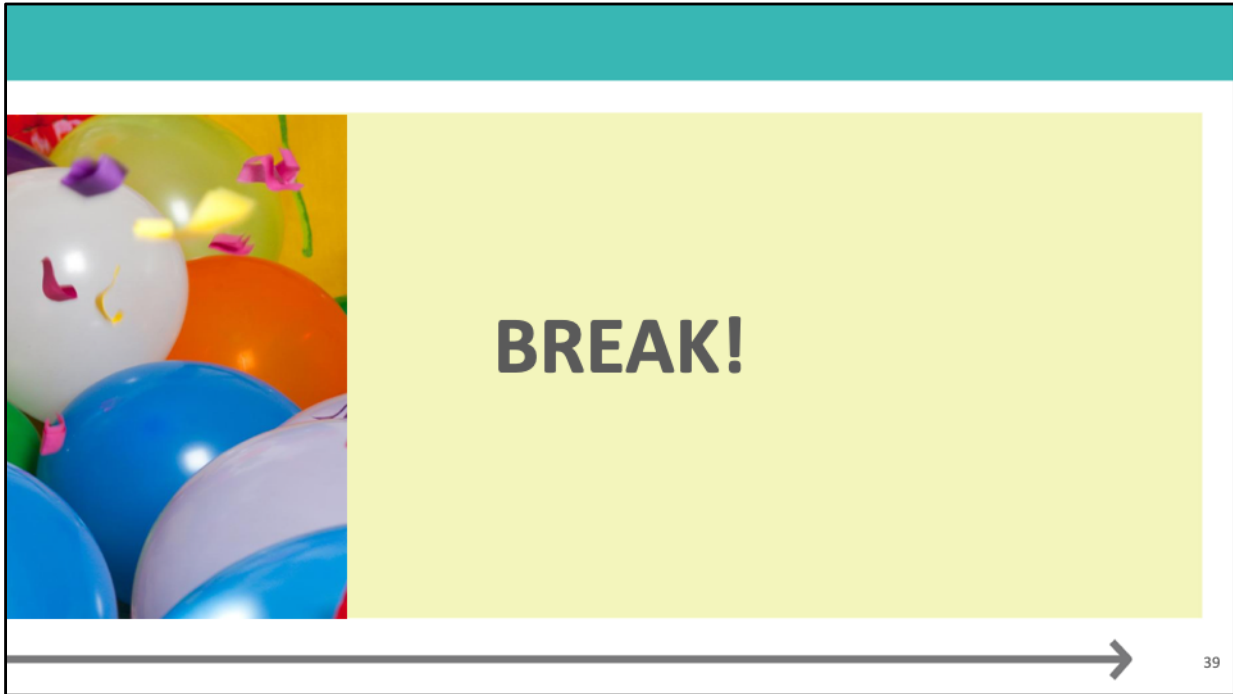
Key Takeaway

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



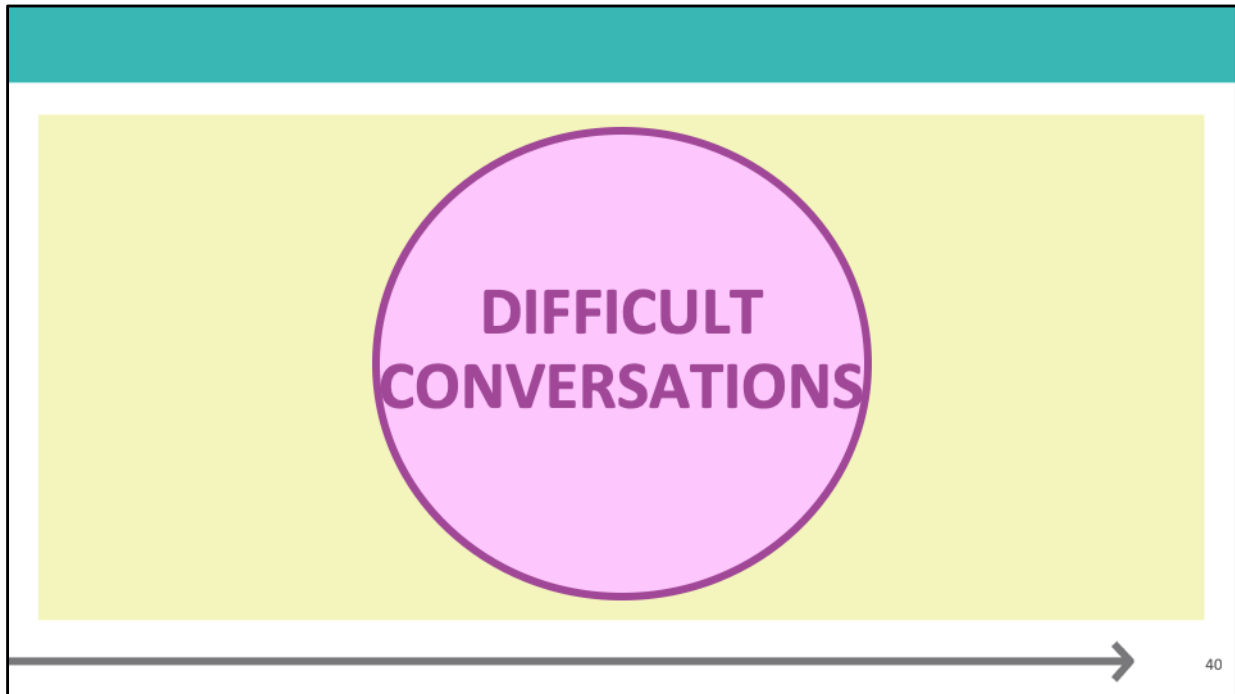
38

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



SECTION START: 1:45

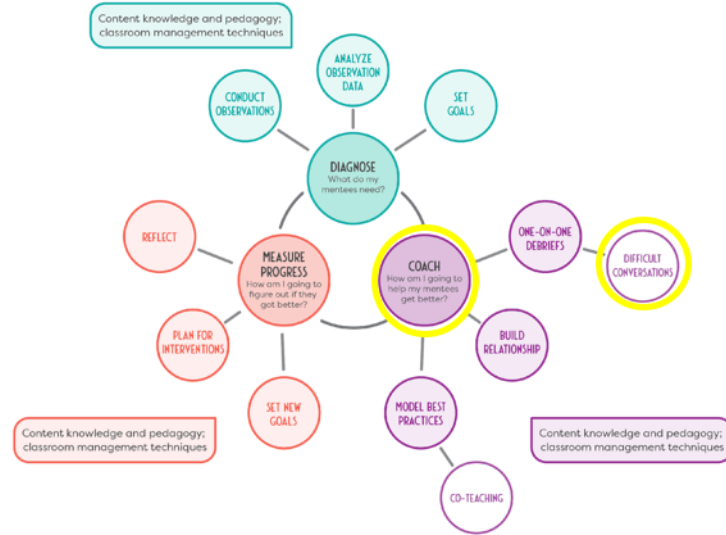
●**Duration:**15 minutes



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



41

- **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!

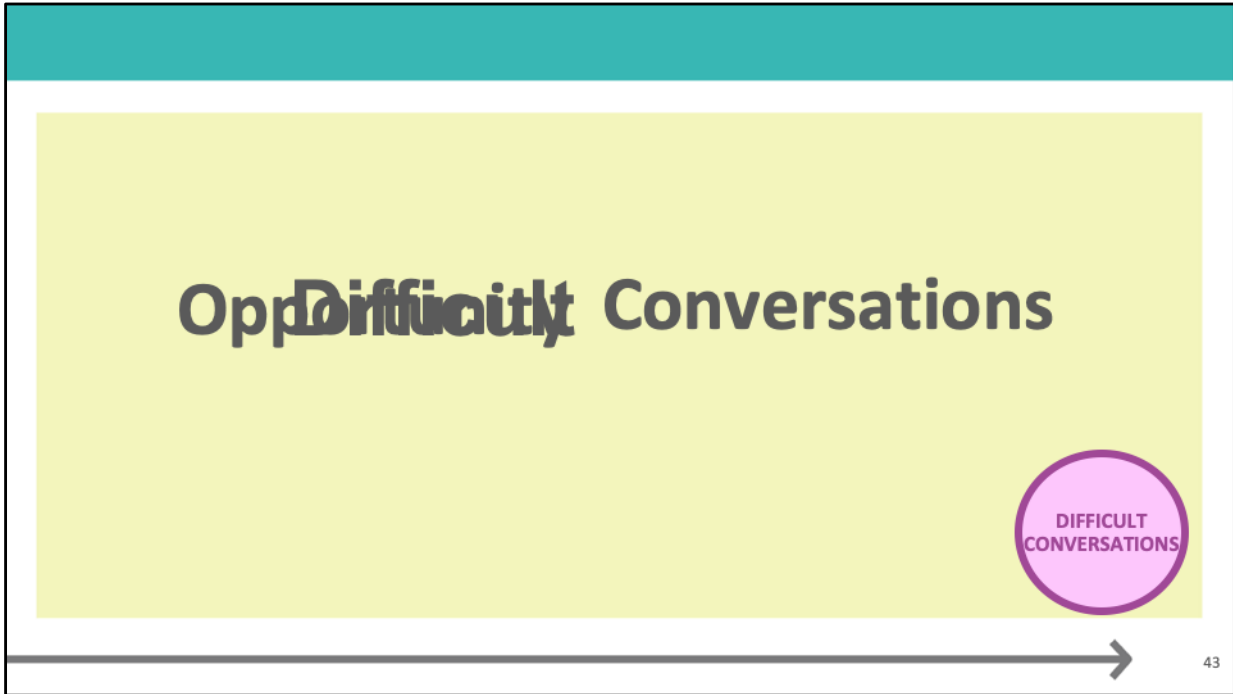
Difficult Conversations: 3 Key Components

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



42

- **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?



44

● **Duration:** 1 minute

● **Facilitator says:** The guiding questions we will answer about difficult conversations are on p. 31. 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.*



45



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. 31.

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?



46

Duration: 5 minutes

Facilitator says: In your packet on pg. 31 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.



47



● **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. 32 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

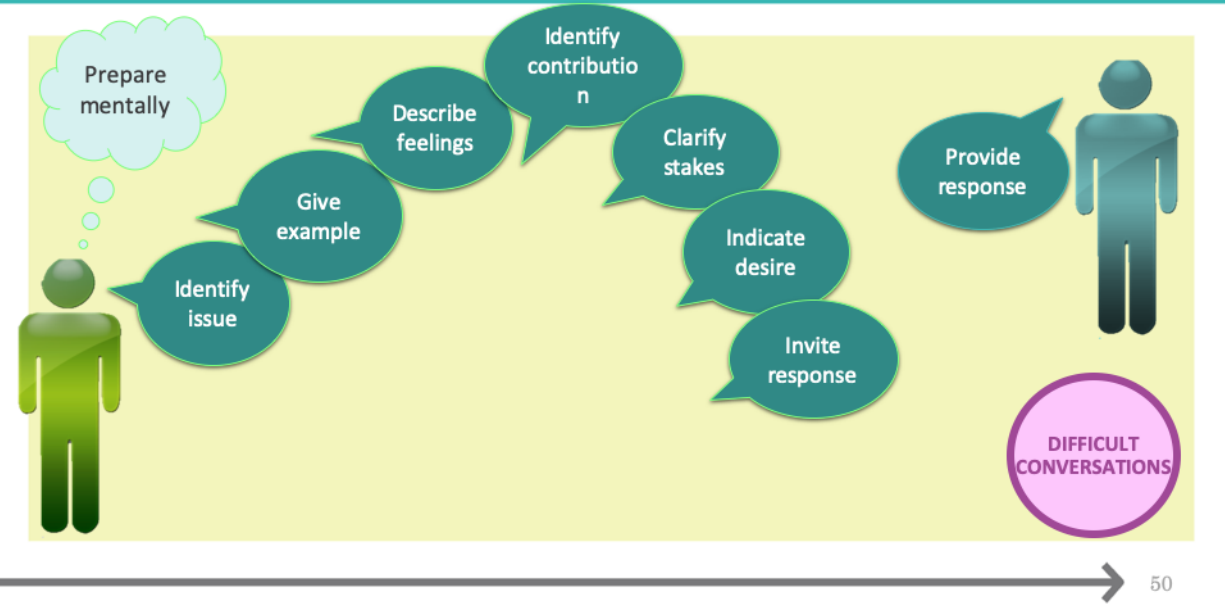
- See difficult conversations as important opportunities
- Use the “Opportunity Conversation” protocol to structure difficult conversations
- Plan for engaging in Opportunity Conversations with your mentee



49

- **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. 33-34 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

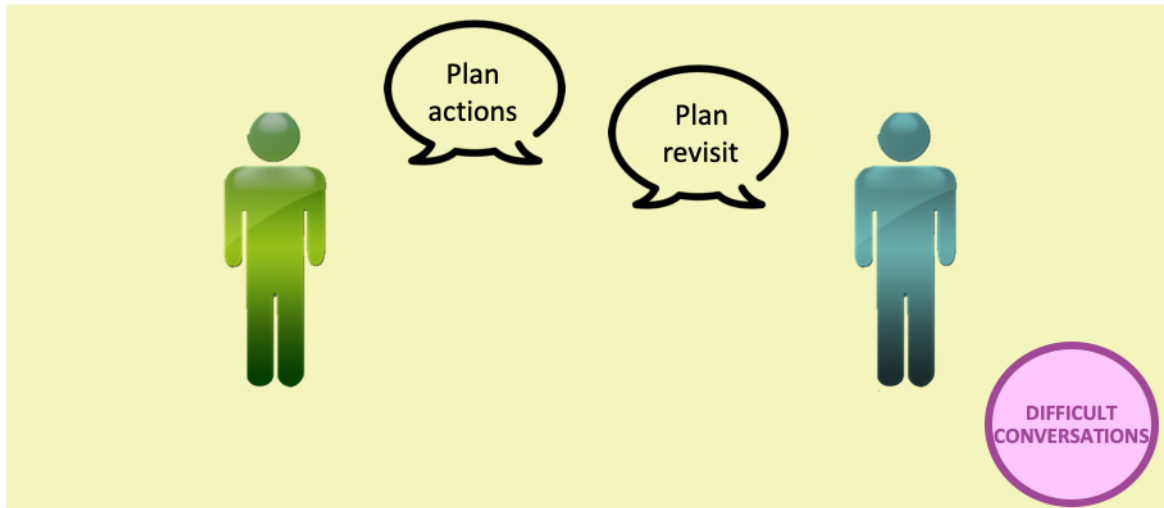
conversation, meaning do you know how you have contributed to the situation, are you ready to take responsibility, and can you envision what is in it for your partner? Have you considered first what you can do to alter the situation and yourself before you ask another person to change? You'll also want 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 co-teaching lesson when I was teaching students about XXXXX, 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



51

- **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?



52

- **Duration:** 12 minutes
- **Facilitator Says:** So we're going to have you get up and find your Tampa Bay Buccaneers partner. We're going to give you about 5 minutes to read a transcript of an Opportunity Conversation between a mentor and a mentee and then you'll discuss it. It's on pages 35-36 in your packet. As you read, please mark up and take notes. You'll see that in your handout packet there is space to make notes about each step. There are two guiding questions on the slide to give you a lens for your reading.
- **Facilitator Does:** Provide 5 minutes for participants to read and make notes.
- **Facilitator Says:** Okay, so you just got a chance to read an example of the Opportunity Protocol in action. Take 5 minutes in your partnership to use the two questions on the slide to discuss what you just saw: What did you notice about each step? What do you want to keep in mind for when you try the protocol?
- **Facilitator Does:** Listen in and share out any important noticings.
- **Facilitator Says:** Great, thank you for discussing.

“Opportunity” Conversation Practice

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



53

● **Duration:** 15 minutes

● **Facilitator says:** In your packet on pg. 38 you'll see we've also given you two more conversation examples that you can use to support you in the next activity. They are sample “Opportunity” scenarios. You are going to role play the scenarios with your Tampa Bay Buccaneers partner. With them, decide who will first role play the mentor and who will role play the mentee. Read through the scenario. Use the steps of the scenario to practice having an “Opportunity” conversation about this scenario. Then switch roles and try again with the other scenario.

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

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?



54

● **Duration:** 10 minutes

● **Facilitator says:** Take a look at the Alternative “Opportunity” Conversation Protocol on p. 39. 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. 31 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



55

- **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?



56

●Duration: 15 minutes

●**Facilitator says:** You will now have a chance to practice your own personal opportunity conversation. You’re going to work with your New Orleans Saints partner. Once you are seated with them, you’ll each choose an authentic situation so your practice can be beneficial. You might look back at your table of example topics that you generated earlier. It might be something you anticipate coming up soon. It might even be a conversation that you have been postponing or one you tried to have that didn’t go great. You will share your conversation plan with your partner so it is best to choose a situation that is not too personal or confidential. Plan what you would say. Planning an opportunity conversation is one way to remove the emotional load in these conversations and to slow down your thinking so you can create a safe, blame-free, risk-free space for the conversation. It also helps you check your language and your delivery.

●Take 5 minutes to plan what you will say. Then you will share your conversation with your New Orleans Saints partner, who will give you some feedback.

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

suggestions do you have?

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

Reflect on “Opportunity” Conversations



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

- Individually jot responses to the questions



57

● **Duration:** 3 minutes

● **Facilitator says:** Take 3 minutes individually to respond to the reflection questions on p. 41.

Key Takeaway

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



58

- **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

59

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.

60

- **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".

Adapting High-Quality Materials to Meet Student Needs

Louisiana Department of Education
Adapting High-Quality Materials to Meet Student Needs Started

Hide Description ^

A growing body of research supports the theory that high-quality instructional materials serve as an important anchor for educators, providing them with guidance and support with not just what to teach but how to teach it effectively. Unfortunately, too often, educators are expected to create instructional materials from scratch, which makes an already challenging job even more so, particularly for new teachers. Mentor Teachers must be able to help their mentees identify and use high-quality instructional materials and modify those materials to meet the needs of diverse learners.

61

- **Duration:** 2 minutes
- **Facilitator says:** Take 1 minute and read through the description of this assessment. (After 1 minute, ask) Where do you see the connection in this assessment with what we've learned so far? (invite a few answers from participants)
- **NOTE:** Answers should include the following:
 - Yesterday and today we learned all meeting the needs all learners through collecting evidence of student learning, diagnosing student needs, and using the supports flow chart to determine how to support students. Today we practiced with some of those tools as we analyzed high-quality instructional materials.
 - This can be completed in your own classroom OR in your mentee's classroom - it's about proving you have the knowledge in these areas to be a mentor.

The Assessments

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

62

- **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
 - Analyze - Participants are ready to accomplish this part of the assessment. They know what to "look-for" when it comes to instruction grounded in disciplinary literacy that meets the needs of diverse learners, and they know how to conduct an observation, analyze that data to prioritize a need, and set goals.
 - Develop - They are ready for this part of the assessment as they know how to develop a coaching plan.
 - Implement - 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.

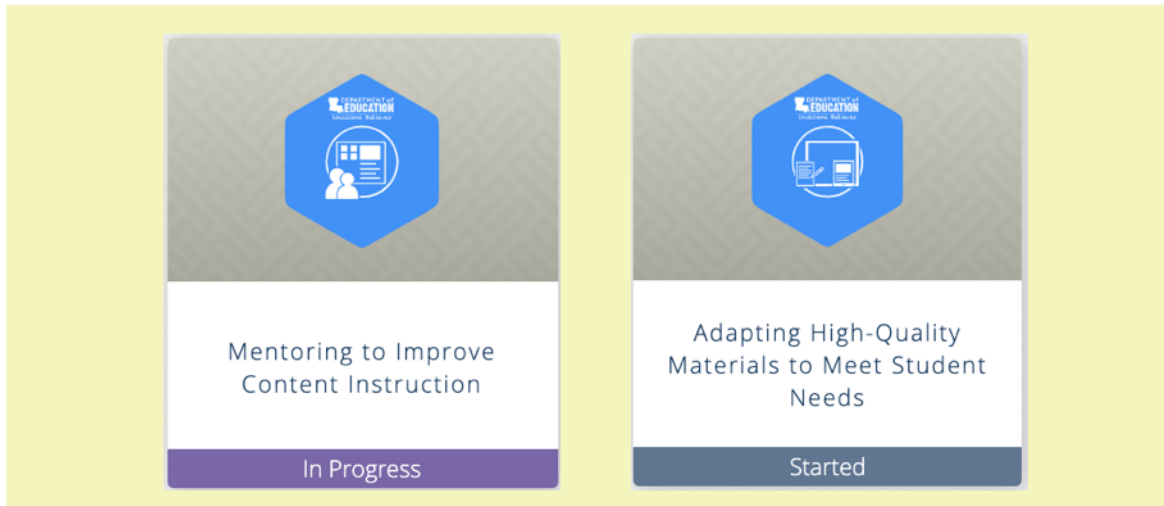
- Evaluate - Today we learned how to engage in reflection - once you complete a coaching cycle with your mentee, you'll engage them in a reflection and submit that and then write your own reflection to submit.
- Adapting High-Quality Materials to Meet Student Needs
 - Analyze -
 - Develop -
 - Implement -
 - Evaluate -

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

Username: learningforwarddemo@bloomboard.com

Password: BBLearning4ward

Work Time



63

- **Duration:** 15 minutes
- **Facilitator says:** Now take some time to log on yourself and explore these two 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 curricular resource and starting to analyze its quality or writing a coaching plan based on observation notes. Or there may be planning work that you can do - such as emailing your mentee a schedule for some coaching work you're going to do. Try to take advantage of your team at this time to talk through any issues or questions you are having.

Work Following Modules 6 and 7

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

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

Duration: 1 minute

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

Module 7 Morning Outcomes

- Analyze pre-existing instructional resources using LDOE criteria for high-quality instructional materials.
- Develop a plan for adapting high-quality instructional materials to meet the needs of diverse learners.

65

● **Duration:** 30 seconds

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

Module 7 Afternoon Outcomes

MEASURE PROGRESS

- Engage mentee in reflection on practice

COACH

- Facilitate difficult conversations using the “Opportunity Conversation” protocol

66

● **Duration:** 30 seconds

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

Module 6-7 Survey

Complete the Module 6-7 survey at:

<http://tinyurl.com/y5kyoz9c>



67

- **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!