Students have a foundation of understanding for the discussion:
1. They have read the chapters of our current novel/text, or;
2. They have gone on the field trip or other out of class experience, or;
3. They have watched the video, or;
4. They have participated in the Parlay Online RoundTable.

Part 1 - Preparation
(leading up to the discussion)

- Students have a foundation of understanding for the discussion.
  1. They have read the chapters of our current novel/text, or;
  2. They have gone on the field trip or other out of class experience, or;
  3. They have watched the video, or;
  4. They have participated in the Parlay Online RoundTable.

All students will have access to a laptop or tablet for this in-class activity.

- I have decided if/whether I will assess students during the discussion and shared my expectations with them; here is our default rubric, but you can create your own.

Critical Thinking
- Unbiased and credible evidence to support claims and opinions; demonstrates ability to analyze and interpret class material and class ideas, through prompting questions when appropriate.

Communication
- Communicates clearly and concisely; can appropriate language and terminology; uses appropriate grammar and sentence structure; makes clear and thoughtful notes during the discussion.

Collaboration
- Demonstrates willingness to consider different perspectives; encourages others to participate; provides constructive feedback to peers; treats classmates with respect, even in disagreement.

Level 1 = Needs Work
Level 2 = On Track
Level 3 = Excelling

Our class has read through the Parlay Discussion Guide together, and students understand the goals and expectations for our Live RoundTable.

- I have watched this video and understand the primary teacher activities:
  - Nudging, Note Taking, Assessing, Teacher Tap-in, Live Polling.

Students watched this video and understand the primary student activities.

- Note Taking, Tapping-In (and Out), Applauding, Voting for a speaker.

We have reviewed the [Parlay Discussion Guide] as a class and reflected on what went well, as well as where we can improve next time.

I have reviewed each student’s engagement summary in the following ways:

- Uses reason and credible evidence to support claims and opinions. Demonstrates ability to analyze and interpret class materials and ideas, through prompting questions when appropriate.

- Communicates clearly and concisely; can express language and terminology; uses appropriate grammar and sentence structure; makes clear and thoughtful notes during the discussion.

- Demonstrates willingness to consider different perspectives; encourages others to participate; provides constructive feedback to peers; treats classmates with respect, even in disagreement.

Level 1 = Needs Work
Level 2 = On Track
Level 3 = Excelling

Part 2 - Before the Conversation
(on the day of the discussion)

- I have decided if/whether I will assess students during the discussion and shared my expectations with them; here is our default rubric, but you can create your own.

Part 3 - Managing the Discussion
(during the discussion)

- I have invited all of the students to the Live RoundTable.

Optional (but recommended):

- I have assigned one student as a “moderator” who is responsible for ensuring that everyone gets a turn to speak and that the discussion is fair and balanced.

- I have shared the guiding question(s) for our discussion and allowed 5-10 minutes for a Think-Pair-Share before the discussion starts. Students have had the opportunity to write down the main ideas/points in their “notes” section.

- I have observed the students for a “nullified” share and assigned 5-10 minutes for a Think-Pair-Share before the discussion starts. Students have had the opportunity to write down the main ideas/points in their “notes” section.

- I have shared the guiding question(s) for our discussion and allowed 5-10 minutes for a Think-Pair-Share before the discussion starts. Students have had the opportunity to write down the main ideas/points in their “notes” section.

- I have watched this video and understand the primary student activities.

- Note Taking, Tapping-In (and Out), Applauding, Voting for a speaker.

That’s a wrap!

Part 4 - Data Analysis, Feedback and Reflection
(after the discussion)

- We have reviewed the [Parlay Discussion Guide] as a class and reflected on what went well, as well as where we can improve next time.

- I have reviewed each student’s engagement summary in the following ways:
  1. Reviewed my private notes and assessment from the discussion.
  2. Reviewed student tap-in details and breakdown.
  3. Reviewed student notes and tap-in assessment/feedback.
  4. Provided personalized feedback.

Good luck! Remember that it takes time for students (and teachers!) to become comfortable with Parlay Live RoundTables. Have patience as you go through this process and please remember that we are here to help answer any questions. Just press the chat bubble in the bottom right corner.

- I have reviewed my private notes and assessment from the discussion.

- Reviewed student tap-in details and breakdown.

- Reviewed student notes and tap-in assessment/feedback.

- Provided personalized feedback.

- Reviewed student notes and tap-in assessment/feedback.

- Provided personalized feedback.

That’s a wrap!