



Louisiana Department of Education Mentor Teacher Training

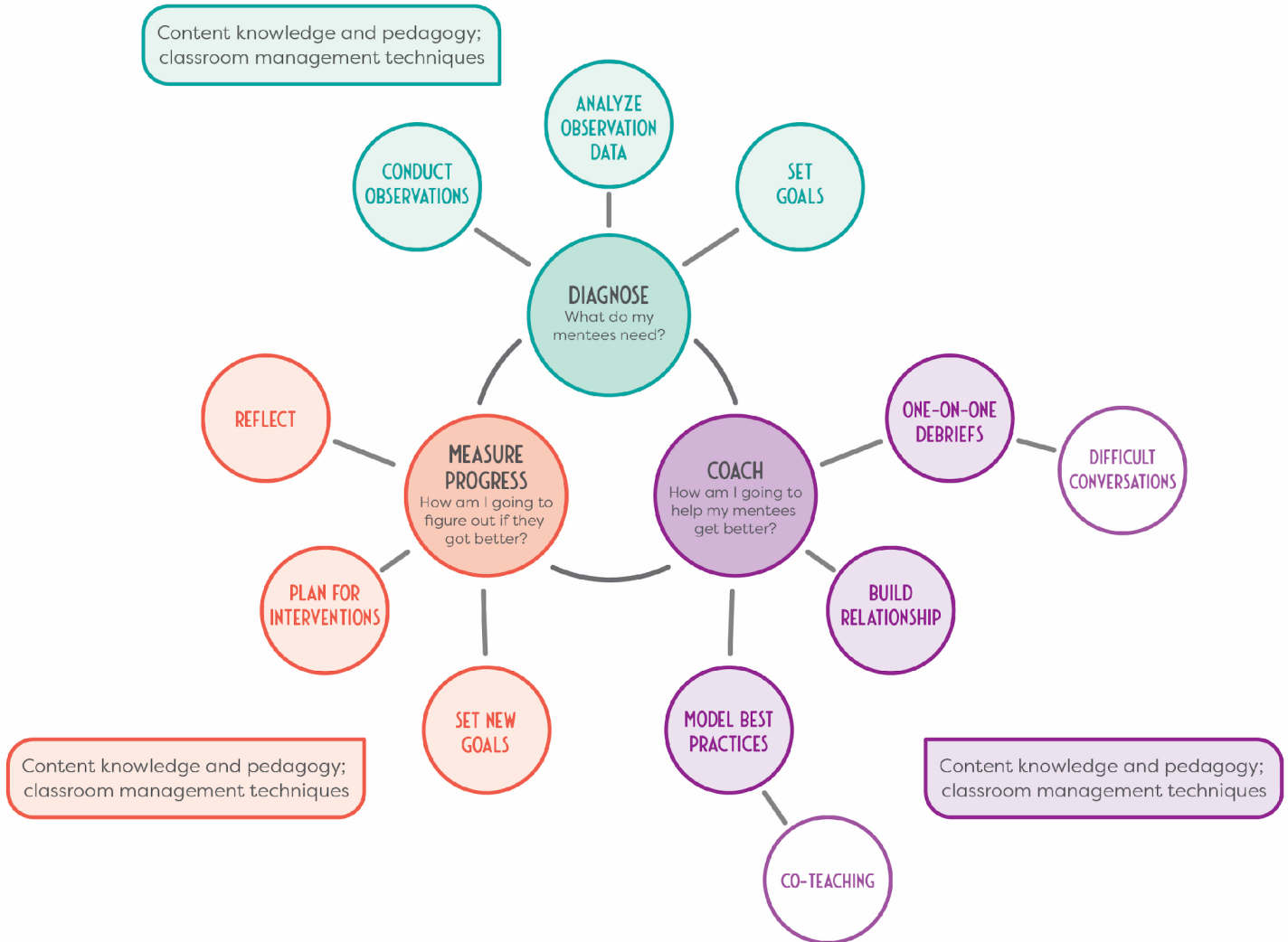
Module 7:
Expressing Understanding in Writing

Secondary ELA Cohort
November 2019

Facilitated by Learning Forward



The Mentoring Cycle



Mentor Training Course Goals

Mentors will:

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

Module 7 Outcomes

- 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.
- Engage mentee in reflection on practice.
- Facilitate difficult conversations using the “Opportunity Conversation” protocol.

Module 7 Agenda

Morning (8:30-11:45 a.m.)

Welcome and outcomes
Effective instruction for developing writing skills
Diagnosing student needs
Working toward completion of ELA assessments
Lunch

Afternoon (12:30-4 p.m.)

Reflection
Difficult conversations
Wrap-up

Agreements

Make the learning meaningful
Engage mentally and physically
Notice opportunities to support the learning of others
Take responsibility for your own learning
Own the outcomes
Respect the learning environment of self and others

Developing Writing and Language Skills

Do Now	
<p>As a Teacher: What successes and challenges have you faced with writing instruction on your classroom?</p>	<p>As a Mentor: What aspects of writing instruction might be difficult for new teachers? How will your experience and the Guidebooks support your mentoring in this area?</p>

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.

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?

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.

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.

Culminating Writing Task Exemplar Student Response #2

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

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

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

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

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

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The Guidebooks Approach to Writing Instruction

What do you notice about the Guidebooks Writing Process? What’s different?

Why is this important?

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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?

K-5 Developmental Progression Louisiana Student Standard W.2 Informative/Explanatory Writing

The following pieces were written after reading or listening to informational text about saving water. Students responded to the prompt: "What can you do to save water?" The stimulus text and full prompt for each grade level, as well as annotated versions of each of the pieces below are available at www.achievethecore.org

Notes: Each piece represents end-of-year writing at a particular grade level. When analyzing student work, please focus only on the content and language of the piece. Pieces were not chosen to show a grade level progression in conventions (capitalization, punctuation and spelling).

Kindergarten

What can you do to save water?

I am taking a baf Not all faLL.

I amshuting off the wotr

I am filing the bucit up Not too Hiy

Grade 1

What can you do to save water?

we need to save water! To save water do not fill up the tub all the way. if your fawsit is leaking turn it of. if we didnt save water we woldent have any.

Grade 2

Water is Important

Water is important You should help save water. And I am going to tell you how. 1 way is TuRN OFF The SINK AFTER YOu BRuSH Your TEETH! Another way is ONLY FILL YOuR BATHTuB UP HALF WAY! Also water is important so you should TAKE A SHORT SHOWER. Also WHEN YOU WASH YOUR HANDS DON'T LEAVE THE WATER RUNNING! These are the ways why you should help save water

Grade 3

Water Use

What can I do to save water? Lots of people waste gallons of water a day. Some people don't even have 5-2 gallons of water a day. We need water to drink, wash clothes, bath, and much more so we need to save water. One good way to save water is leave buckets outside to fill up with rain. Take quick showers. Bathes take at least 37 gallons of water. Remind people to turn off the water when not in use. Lots of people wait for the water from their sink to get hot and cold. If you put a bucket in your sink when the bucket is full you can use that water for lots of things. When it's winter take buckets of snow and melt it then you have buckets of water to use. When it's summer if you have a squirt gun use water from a toy that has water in it. If there's anything leaking water make sure to get it fixed right away. Don't buy water in a plastic container because plastic pollutes the earth. Please Save Water.

Grade 4

Conserving Water

Conserving water is a great way to help the earth. Without our water, plants, humans, and animals, would not be able to live. We need to save water because we will eventually run out of it. Then we will have to use and drink saltwater. It is extremely expensive to filter salt water. This is why we need to save water. What can you do to save water?

One way you can save water is by getting a rain barrel. Rain barrels collect water so that you can water your plants with recycled water. Recycled water is better for plants because it is more natural. Recycled water also has good nutrients.

Another way you can save water is by getting an aerating faucet and shower head. These items use less water but make it feel the same because of more pressure. One more way you can save water is when you go in the sprinklers in the summer, make sure it is in a spot where it is watering the lawn.

One way my family saves water is by turning off the water when you brush your teeth. Water is the most important natural resource of all without water, we would die. If we ran out of water, as I said, we would die. So if you think dying is bad, try to conserve water as best you can.

Grade 5

Saving Water

Did you know that you can save your homes water by just by doing things each day? You can put a bucket outside to catch rainwater or use wipes to wash tables instead of water. There are many ways to save water, you can do things outside and inside to help save water. Here are some ideas.

There are many things to do inside your house to help save water. You can change your toilet, facet, and shower head to low flow. Also, you can take small, short showers instead of baths. you can turn off the facet when brushing your teeth and when lathering soap in your hands. When waiting for water to warm up save the water and reuse. over all there are alot of things you can do inside to save your homes water.

There are many things to do outside your house to help save water. First you can go to an automated carwash or use a waterless car wash. When you do a car wash at home you waste more water. Also you can dump out your water bottle on plants and grass insted of dumping it down the drain. Reuse water outside as much as possible. You can also put a bucket of water outside to catch rainwater and use for watering plants or grass. Over all there are alot of ways to save water outside of your house.

There are many ways to save your homes water outside and inside. Kids and adults can make a big difference to save water. Imagine if everyone in the cantry turned of the facet when brushing thier teeth, we could save enogh water to refill a lake! Over all it is important to save water inside and outside your house.

6-12 Developmental Progression

Louisiana Student Standard W.2 Informative/Explanatory Writing

The following pieces were written after reading or listening to informational text about saving water. Students responded to the prompt: “How did the Great Depression affect people who lived through it?” The stimulus text and full prompt for each grade level, as well as annotated versions of each of the pieces below are available at www.achievethecore.org

Notes: Each piece represents end-of-year writing at a particular grade level. When analyzing student work, please focus only on the content and language of the piece. Pieces were not chosen to show a grade level progression in conventions (capitalization, punctuation and spelling).

Grade 6

Effects of The Great Depression

The Great Depression affected the people that lived through it in many ways. The things at I am going to explain are some of the things that affected the people who lived through the Great Depression. Having barely any money was one of the things that affected them. Also having less supplies affected them too. Having to take care of kids too also might have affected the people during the Great Depression.

First, I am going to talk about how having almost no money affected the people. It affected them because they were getting their money by working. Then their jobs were shutting down so their amount of money was shrinking and shrinking. They would do neighborhood favors and jobs but the amount of money they would get was five dollors. They also had to pay a bill for electricity every month. They had to pay for gas if you had a car and their house. That is why having almost no money affected them a lot.

Another reason the Great Depression affected the people was they were having less of the supplies they had. Like some of the people stopped delivery for several things such as milk and ice. They were also using less electricity and selling their cars. Those are some of supplies they had a shortage or had to not use as much.

Also if they had kids they would need to do extra work and be able to care for them. They also had to pay more money if they had kids because they have to feed them too. They also had to take care of them. The parents have to care for them. If they are sick they can not just leave them at home they have to take care of them. They also might worry about them. If you had kids during the Great Depression not only would you worry about your kids and family. That is why if you had kids during the Great Depression it might be more difficult.

Now you can see how living through the Great Depression was very difficult and affected many people who lived through it. It affected people in many ways like having no

money or having a very little amount of it. Also if you had kids it might have been a little more difficult.

They also had to live with less supplies. That is why I think the Great Depression affected the people who lived through it.

Grade 8

Dignity and Hope

The Great Depression. This notorious event put Americas hope to the test. Leaving Americans economically and metally drained. The Great Depression devistated America and will never be forgotten. If not for Franklin Delano Roosevelt and his beneficial "New Deal" who knows what horride ruins would remain as a result of The Great Depression.

"With no dependable income, we cut back on everything possible." This excerpt from the story "Digging in" by Robert J. Hastings shows the situation that each and every American faced. In the story, it is said that the family substituted toothpaste and toilet paper, for soda and catalog pages. Even common nessecities had to be sacrificed during The Great Depression.

Along with their wallets, Americans spirits were also crushed. In the poem "Debts" by Karen Hesse, the father of the family is facing a serious drought but still believes in rain. When reality sets in that rain is not likely to come, he is filled with rage and leaves to *** to the farm to avoid feuding with his pregnant wife. This man was a farmer, and had to rely on the most unreliable thing for a source of income, mother nature. This man, and every other Americans spirits were tested during The Great Depression, and the number of those who still had hope was diminishing. With America facing an economic doom, Americans turned to one man, Franklin Delano Roosevelt. With the promise of a New Deal to help end The Great Depression Roosevelt won the election by a landslide. He created jobs for three-million single men between seventeen and twenty-three years of age. Roosevelts work relief program put 8.5 million Americans to work building roads, bridges, airports and more. Although Roosevelt did not end The Great Depression, he provided Americans with work and hope.

The Great Depression left Americans mentally as well as economically depleatted. This event tested the will of the American people, and left some citizens without any hope. With the help of Franklin Delano Roosevelt, America was able to get through The Great Depression with dignity and hope.

Grade 9-10

Gains of the Great Depression

During the Great Depression, millions of people lost jobs, and families struggled to find financial footholds. It lasted for ten years, leaving very strong memories of dramatically dark times. Throughout those years, people found new ways to cope with the struggles, and interestingly enough, new emotions and belief in the ideals of America. Everybody learned the

importance of being resourceful, while also keeping hope for the future and growing more unified and patriotic as a country.

One important effect of the Great Depression was how it made people and families resourceful. That quality is largely a part of the memoir Digging In, where a man who lived during the Depression talked about his family's frugality, and how they had to "cut back on everything possible" in order to save money. Some of the things they had to cut back on included city water, selling their car, and discontinuing purchases of toothpaste, toilet paper, and snacks, just to name a few. They also "took care of what [they] had", and listed all the ways they used a cotton cloth, which included using it as a dish cloth, bandage, quilt piece and more. These qualities of being frugal and resourceful weren't bad; they taught people to not be wasteful and to not spend money on things that aren't necessary. Being resourceful became a part of life during the Depression as a way to help families stay financially afloat.

More significantly the Great Depression, in a broad sense, brought a sense of patriotism and more unity as a country. Former President Franklin D. Roosevelt enriched his second inaugural address with these ideals. He said that the greatest change he had witnessed was the "change in the moral climate of America" and that they were on the road of progress. Another quote of his was "in seeking for economic and political progress as a nation, we all go up, or else we all go down, as one people." What Roosevelt was implying was if the people wanted their country to go in the right direction, they all had to work together. Working together wouldn't be hard, due to the entire country's new sense of belief in their country, also known as patriotism. The United States' stronger sense of unity that came about during the depression helped citizens work through the hard times.

Most importantly, the Depression oddly enough brought a sense of hope. In some cases, farmers had to keep hope for the future and that it would bring rain for their crops so they could get money, as a farmer had in a poem called "Debts". In an article about "The New Deal", an explanation was given about how Roosevelt gave the country hope by creating many reforms that were aimed to "relieve poverty, reduce unemployment, and speed economic recovery". This hope for the future gave people something worth living for during times when suicide didn't seem like a bad idea. Indeed, this sense of hope was a very important effect that the Great Depression had on the people who lived through it.

Even though the Depression devastatingly affected tens of millions of people, the way it changed people's outlooks was inspiring. Instead of tossing a cotton bag in the garbage, people learned to be resourceful and used them as towels and dish cloths. A stronger sense of pride in their country helped them work through the hardships together, with patriotism and unity. Above all else, without hope for the future, people would've given up on trying to fix their severely wounded economy. These enhanced senses of resourcefulness, unity, along with patriotism and hope were all ways that the Great Depression affected Americans.

Review the Writing Progressions document from the Guidebooks.

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

Zoom in  Standard W.2

Study the top row. What changes in length and complexity do you see across grade levels?

Select any writing sample and reread it.

How well does this piece match the descriptors in the writing progression for...	
Length?	
Complexity of thinking?	

Zoom In  Grade Level Descriptors

Study the other descriptors for that grade level. Cross-check the student writing for that grade with the grade-level descriptors on the progression chart.	
What evidence do you see of these descriptors in the student's writing?	

Capture Your Learning	
Question	Response
What are the key elements of Informative / Explanatory writing at all grade levels?	
What are the key elements of Informative / Explanatory writing at your grade level?	

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

How would a mentor know if a mentee was unclear or had inappropriate or inconsistent expectations for student writing? Where would 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?

Supporting All Students Evidence of Student Learning

Analyzing a student's response:

The question and the Look for's

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

Student Look Fors:

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

3 Criteria for Strong Student Responses

- Student responds directly to the question asked with a **valid assertion** drawn from the text.
- The **evidence** provided from the text is **relevant** (evidence supports the assertion) and **sufficient** (enough evidence is given to support the assertion).
- Is able to clearly articulate a relevant and **valid connection** between the evidence given and the assertion.

Student response exemplar on next page →

Student Response Exemplar

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

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

Tanya's Response

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

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

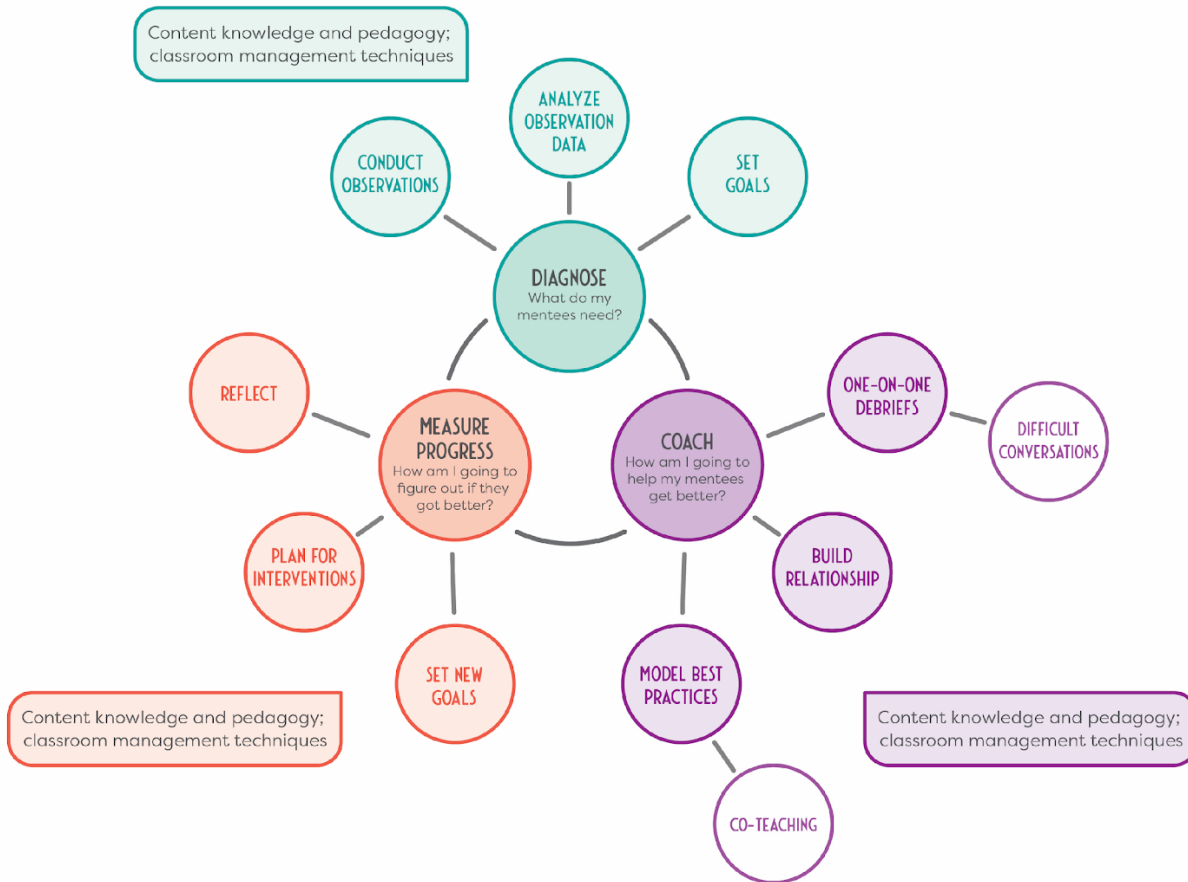
Rubric for Analyzing Student Responses

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

Capture Your Learning – Teaching	
Question	Response
<p>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?</p>	
<p>How might Gordon’s Skill Ladder and the idea of conscious and unconscious competence come into play with regards to the rubrics and exemplars?</p>	

Capture Your Learning - Mentoring	
Question	Response
<p>How would consistently using the rubric and exemplars support or accelerate a mentee’s professional growth?</p>	
<p>How might their use impact a mentee’s development of self-efficacy and growth mindset towards their students?</p>	
<p>How might your use of the rubric and exemplars support the mentee understanding instructional practices?</p>	

The Mentoring Cycle



Reflect

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

Three Levels of Text Protocol

1. Get together in a group 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)
 - a. LEVEL 1: Read aloud a passage you have selected
 - b. LEVEL 2: Say what you think about the passage (interpretation, connection to past experiences, etc.)
 - c. 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. Summarize the implications for your work (2 minutes)

Reflecting on Work Improves Job Performance

Published May 5, 2014 by Harvard Business School. Retrieved from HBS website at:

<https://hbswk.hbs.edu/item/reflecting-on-work-improves-job-performance>

by Carmen Nobel

New research by Francesca Gino, Gary Pisano, and colleagues shows that taking time to reflect on our work improves job performance in the long run.

Many of us are familiar with the gentle punishment known as "time-out," in which misbehaving children must sit quietly for a few minutes, calm down, and reflect on their actions.

New research suggests that grown-ups ought to take routine time-outs of their own, not as a punishment, but in order to improve their job performance.

In the working paper [Learning by Thinking: How Reflection Aids Performance](#), the authors show how reflecting on what we've done teaches us to do it more effectively the next time around.

"Now more than ever we seem to be living lives where we're busy and overworked, and our research shows that if we'd take some time out for reflection, we might be better off," says Harvard Business School Professor [Francesca Gino](#), who cowrote the paper with [Gary Pisano](#), the Harry E. Figgie Professor of Business Administration at HBS; Giada Di Stefano, an assistant professor at HEC Paris; and Bradley Staats, an associate professor at the University of North Carolina's Kenan-Flagler Business School.

The research team conducted a series of three studies based on the dual-process theory of thought, which maintains that people think and learn using two distinct types of processes. Type 1 processes are heuristic—automatically learning by doing, such that the more people do something, the better they know how to do it. Type 2 processes, on the other hand, are consciously reflective, and are often associated with decision making.

Essentially, the researchers hypothesized that learning by doing would be more effective if deliberately coupled with learning by thinking. They also hypothesized that sharing information with others would improve the learning process.

Reflection, Sharing, And Self-efficacy

For the first study, the team recruited 202 adults for an online experiment in which they completed a series of brain teasers based on a "[sum to ten](#)" game. A round of problem solving included five puzzles, and participants earned a dollar for each puzzle they solved in 20 seconds or less.

After recording the results of the first problem-solving round, the researchers divided participants randomly into one of three conditions: control, reflection, and sharing.

In the control condition, participants simply completed another round of brain teasers.

In the reflection condition, participants took a few minutes to reflect on their first round of brain teasers, writing detailed notes about particular strategies they employed. Then they, too, completed a second round of puzzles.

In the sharing condition, participants received the same instructions as those in the reflection group, but with an additional message informing them that their notes would be shared with future participants.

Results showed that the reflection and sharing group performed an average of 18 percent better on the second round of brain teasers than the control group. However, there was no significant performance difference between the reflection and the sharing group. "In this case sharing on top of reflection doesn't seem to have a beneficial effect," Gino says. "But my sense was that if the sharing involved participants actually talking to each other, an effect might exist."

Next, the researchers recruited 178 university students to participate in the same experiment as the first study, but with two key differences: One, they were not paid based on their performance; rather, they all received a flat fee. Two, before starting the second round of brain teasers, they were asked to indicate the extent to which they felt "capable, competent, able to make good judgments, and able to solve difficult problems if they tried hard enough."

As in the first study, those in the sharing and reflection conditions performed better than those in the control group. Those who had reflected on their problem solving reportedly felt more competent and effective than those in the control group.

"When we stop, reflect, and think about learning, we feel a greater sense of self-efficacy," Gino says. "We're more motivated and we perform better afterwards."

A Field Experiment

The final study tested the hypotheses in the real-world setting of Wipro, a business-process outsourcing company based in Bangalore, India. The experiment was conducted at a tech support call center.

The researchers studied several groups of employees in their initial weeks of training for a particular customer account. As with the previous experiments, each group was assigned to one of three conditions: control, reflection, and sharing. Each group went through the same technical training, with a couple of key differences.

In the reflection group, on the sixth through the 16th days of training, workers spent the last 15 minutes of each day writing and reflecting on the lessons they had learned that day. Participants in the sharing group did the same, but spent an additional five minutes explaining their notes to a fellow trainee. Those in the control condition just kept working at the end of the day, but did not receive additional training.

Over the course of one month, workers in both the reflection and sharing condition performed significantly better than those in the control group. On average, the reflection group increased its performance on the final training test by 22.8 percent than did the control group. The sharing group performed 25 percent better on the test than the control group, about the same increase as the reflection group.

This was in spite of the fact that the control group had been working 15 minutes longer per day than the other groups, who had spent that time reflecting and sharing instead.

Gino hopes that the research will provide food for thought to overworked managers and employees alike.

"I don't see a lot of organizations that actually encourage employees to reflect—or give them time to do it," Gino says. "When we fall behind even though we're working hard, our response is often just to work harder. But in terms of working smarter, our research suggests that we should take time for reflection."

Win your life by harnessing The Power Of Reflection

Published January 15, 2017 by Thrive Global/Medium. Retrieved from:

<https://medium.com/thrive-global/why-you-should-harness-the-power-of-reflection-4a8f6d7710d4>

By Rybo Chen

We are all learners, at any and every stage and role in life. We need to learn as students, learn as parents, learn as employees, learn as managers. The list goes on forever. One important thing is that reflection is the most important part of the learning process, and whatever is not reflected is usually not learned and retained. The only way for us to grow and improve is to take a good look at what's working and what's not for us.

"We do not learn from experience, we learn from reflecting on experience." — John Dewey

At least once a day, and more often several times a day, I reflect and journal on my day, on my life, on what I've been doing right, and what isn't working. I reflect on every aspect of my life, and from this habit of reflection, I am able to continuously improve. Oftentimes, I learn much more about myself unexpectedly. For example, I was reflecting on my fitness habits, and I realized some of my work was affecting my fitness habits, I think reflected on my work as well. I was able to come up with a change than affected both of my fitness and work aspects positively.

Why should we reflect?

Great question to ask. We may all have different answers because every one of us is so unique. However, I believe the fundamental reason is because deep reflections really empowers us to gain self-awareness and to improve and become better humans.

Benefits of reflection

1. It helps you learn from your mistakes.

We are on route to repeat our mistakes and failures, if we don't reflect on our mistakes and failures. We can be smarter and choose to reflect on those mistakes and failures, figure out what went wrong, see how we can prevent them in the future. Mistakes and

failures are valuable learning tools because we can use them as stepping stones to get better, instead of something to feel embarrassed or upset about. Reflection is an important way to do that.

2. It gives you great ideas.

Every blog post so far are from my reflections. I reflect on things that I am currently doing or that are going on in my life, and share my learnings and reflections in the articles I write. If I reflect on something that works well for me, I think about the “why” behind it and share that too. Same goes with my failures and mistakes. I look forward to growing together with my readers.

3. It helps you help others.

I realized by reflecting upon myself, I have gained a lot of insights which I find it may be a valuable learning experience for others as well. I can share what I’ve learned to help others going through the same things. I began the year with the hope that some of the things I’ve learned in the past couple years can help others. Only two weeks into my blogging career, I have people telling me how little tips, like how to wake up early, or how to start the exercise habit, have changed their lives. It’s an amazing feeling. I’m simply humbled that I could help people or/and inspire them.

4. It makes you happier.

When we reflect on the things we did right, the things and relationships that we have, it allows us to celebrate on the little things and little successes in life. It allows us to realize how much we’ve done right, the good things we’ve done in our lives and empower us to do even more. Without reflection, it’s too easy to forget these things, and focus instead on our failures.

5. It gives you perspective.

Oftentimes we are caught up in the troubles in our busy daily lives. A mistake, a failure, a stressful project or anything similar can seem like it means all the world. It can be extremely overwhelming. However, if we take a minute to step back, and reflect on these problems, and how in the grand scheme of things they don’t mean all that much,

it can calm us down and lower our stress levels. We gain perspective, and empower us to focus on what's more important to us.

6. It helps you understand yourself better

When we reflect, we are having conversations with ourselves. Those self conversations are a great way to understand ourselves better. We can gain more insights of ourselves to further learn about our strengths, weaknesses, fears, and might even discover something unexpected.

How to do it?

Here comes the fun part. How should we actually reflect? I may have a different method and approach from you, and I'd love to share mine as a guideline. You are more than welcome to follow and/or even build your own reflection method.

I usually set aside some time at night after my bedtime reading, and think over the events that happened that day, think about the people I met that day and the interactions I had with them. I would ask myself one simple question and journal down my answers. "If I were to re-live today again, what 3 things would I change to make today better?" and from that question I may continue onto deeper reflective questions as follows.

1. Did I live up to my core values and personal mission today?
2. Did I act as a person others can respect today?
3. Did I respect my body the way I should today?
4. Did I make a positive impact on the world today?
5. Did I perform at my best today?
6. Did I have negative emotions today? Why?
7. Did I use my time wisely today?

Furthermore, think about the reasons behind the answers to the above questions to explore and gain more insights about yourself. When you're able to learn more and more about yourself, you have harnessed the power of reflection!

Mentee Self-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?

Plan: Engage Your Mentee in Reflection

Independent plan: When and how will you engage your mentee in self-reflection?

Table discussion: Share your plan. How will engaging in self-reflection at the end of a coaching cycle help you to be a more effective mentor to your mentee?

Reflect Key Takeaway:

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

Difficult/Opportunity Conversations

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

Guiding questions:

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

Difficult Opportunity conversations are . . .

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

Name some example topics related to mentoring.

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

Why bother?

Difficult conversations are opportunities for:

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

Reflect

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

What does this mean to you as a mentor?

“Opportunity” Conversation Protocol 1

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

Step	Sketch a doodle or symbol to help you remember what happens in this step
1. Prepare mentally. <ol style="list-style-type: none"> a. Reframe your thinking. b. Consider what your interests are. c. Consider the other person’s interests. 	
2. Identify the issue or situation. <ol style="list-style-type: none"> a. Name the issue. b. Consider if it is your issue alone or if you both share responsibility. c. Clarify if addressing it is likely to alleviate or prevent future issues. 	
3. Provide a specific example that exemplifies what you think is necessary to change. <ol style="list-style-type: none"> a. Give one specific example. b. State it neutrally without interpretation, assumptions, or judgment. 	
4. Describe your feelings about the issue. <ol style="list-style-type: none"> a. Name your response. b. Own that it is yours. 	
5. Clarify what is at stake. <ol style="list-style-type: none"> a. State the potential immediate and long-term consequences. b. State them neutrally and clearly. 	

<p>6. Identify your contribution to this situation.</p> <ul style="list-style-type: none"> a. Own responsibility for contributing to the situation. b. Name how you contributed. 	
<p>7. Indicate your desire to resolve the issue.</p> <ul style="list-style-type: none"> a. Be truthful. b. Name what is at stake for you if the situation is not resolved. 	
<p>8. Invite the other person to respond.</p> <ul style="list-style-type: none"> a. Listen fully and without interruption. b. Paraphrase to demonstrate understanding. c. Probe if necessary, although silence, acceptance, and acknowledgement may be best. 	
<p>9. Plan next actions together.</p> <ul style="list-style-type: none"> a. Be clear on the criteria for moving forward. b. Generate possible next actions together. c. Choose the action(s) that most closely meet the criteria. d. Seek agreement and commitment to implement the action(s), even if temporarily. 	
<p>10. Set a time to revisit.</p> <ul style="list-style-type: none"> a. Come back to review how things are going. b. Listen and assess viability of continuing or if new agreements must be reached. 	

Transcript of the Protocol in Action

This mentor and mentee have been working together around teaching writing. They've made plans several times for the mentor to come into the classroom during lessons that focus on the students' writing skills, but each time the mentor has visited the mentee's classroom, the mentee hasn't followed through on the plan and has skipped over and rushed past those parts of the lessons. The mentor wants to figure out why the mentee is doing this. The mentor feels that this is important because she is worried the students' writing skills are going to stagnate. She also wants the mentee to feel like they are partners - not someone who the mentee should just say "yes, yes" to and then ignore. The mentor thinks that maybe the mentee is just telling her what she thinks she wants to hear, but is ready to hear her point of view.

Mentor Hi, _____. Thanks for meeting up with me...I was hoping we could talk some more about what it looks like to teach writing skills in the Guidebooks lessons. Does now still work to talk?

Mentee Yeah, I've got about 20 minutes.

Mentor Got it. So last Wednesday I popped by your classroom like we had planned, and while you focused on the knowledge and understanding the students needed, you skipped over the section of the lesson that focused on writing skills and said you didn't "have time".

I was disappointed that you skipped this part of the lesson because we had talked about that part of the lesson and you said you were ready to teach it.

I take some responsibility because we haven't done any coaching around writing skills instruction. I made an assumption that you were ready to teach those parts of the lessons, and I should have asked if you wanted me to model or co-teach it with you.

The impact of you skipping those parts of the lessons is that your students' writing will stagnate. They may have the knowledge and understanding of the texts, but won't have the skills to express this knowledge and understanding.

I want you to feel like you can let me know that you're not ready or comfortable teaching something when I ask you if you are or when I assume that you are. Being your mentor is important to me and I'd like to make sure I'm supporting you in all the areas you want and need support.

So...I just talked a lot. I really want to hear your perspective on this.

Mentee Wow, yeah, the writing parts of the lessons are uncomfortable for me. I don't think you've noticed this, but even though I enjoy reading, I'm not a strong writer - this was always hard for me in school and I don't find it fun to teach.

Mentor Thank you so much for letting me know this about you. It sounds like writing doesn't come easy to you, and so teaching writing isn't coming easy for you either.

Mentee Yeah, I think so. And then you kept asking me, "You've got that part, right?" and I felt like I had to say yes.

Mentor I am so sorry about that - that is definitely my responsibility to not make assumptions.

Mentee Thanks, yeah. So then, it was kind of easy, you know, to let the first part of the lesson take too long and then I don't have time to teach writing.

Mentor So would you like to work on writing skills together?

Mentee If this is something specific that you can focus on with me, that might help. You mentioned modeling or co-teaching. Could you come model a lesson for me and then maybe if we can co-plan and then co-teach the next few writing skills sections that are coming up, that will help me start to build my comfort.

Mentor That sounds great. Let's do that and after we do that for the next three lessons, let's revisit and see how you're feeling.

Take Notes on the Protocol in Action

What do you notice about each step?

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

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

“Opportunity” Conversation Practice

Use the protocol to practice having an opportunity conversation with the first scenario, with one partner playing the mentor, and one partner playing the mentee. Then switch roles for the second scenario.

Scenario 1:

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

Scenario 2:

You are starting to feel like your mentee sees you as unhelpful to him. When you offered suggestions during your last debrief conversation that were exactly what you would do in your classroom, the mentee gave a lot of reasons why the suggestions wouldn't work in his classroom, which made you feel disrespected as a professional. You don't understand why he's not valuing your experience and agreeing with your teaching practices.

Addressing a Conflicting/Difficult Issue, Protocol 2

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

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

Your Turn: Plan an “Opportunity” Conversation

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

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

Reflection on “Opportunity” Conversations

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

Difficult Conversations: Key Takeaway

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

Please complete the Module 6 & 7 Survey

<http://tinyurl.com/y5kyoz9c>