Louisiana Department of Education
Mentor Teacher Training

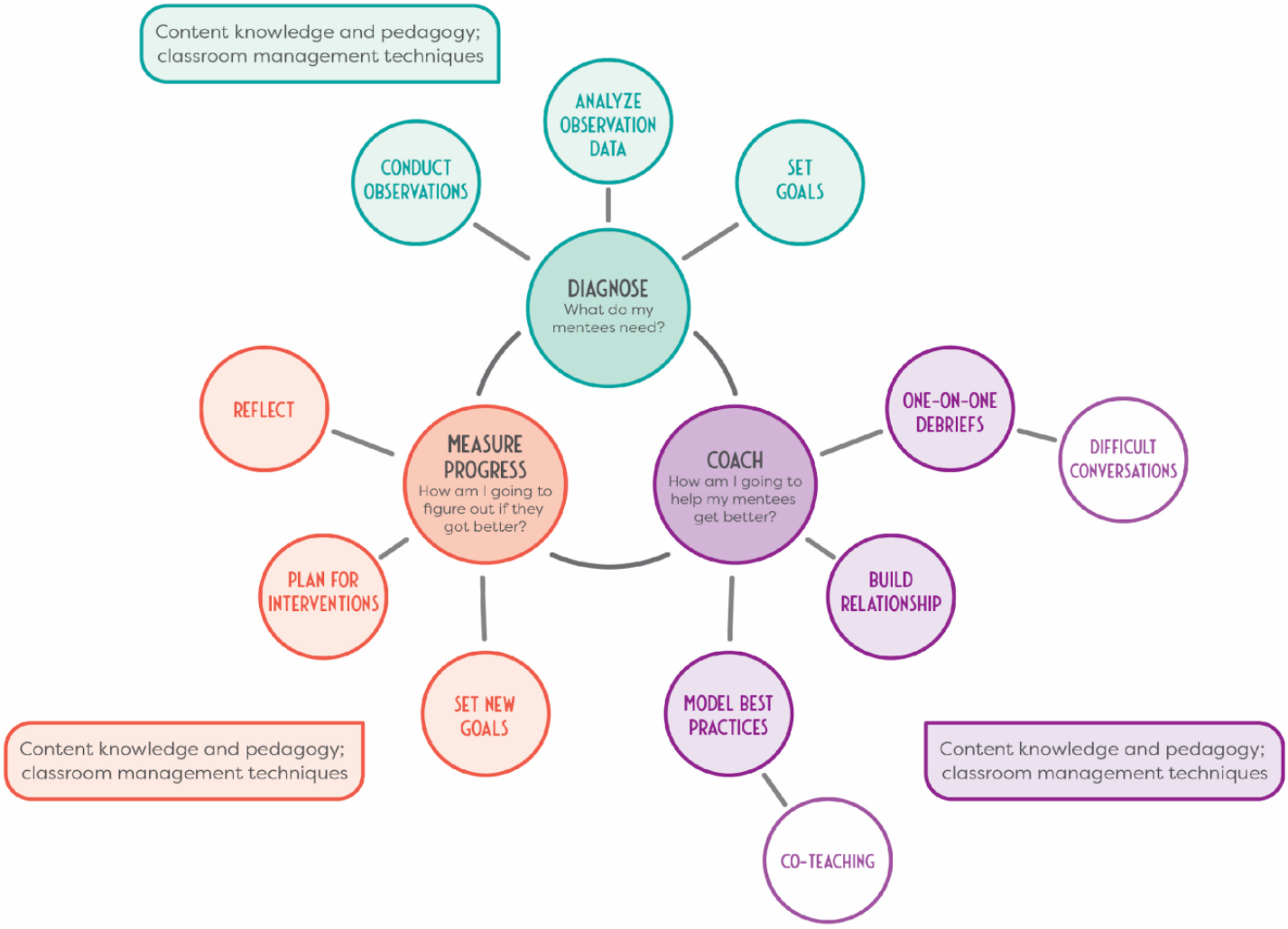
Module 7:
Coaching to Facilitate Productive Math Discourse

Secondary Mathematics Cohort

October 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

- Engage mentee in reflection on practice.
- Facilitate difficult conversations using "Opportunity Conversation" protocol.
- Learn a model for facilitating productive student discourse in mathematics.

Module 7 Agenda

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

- Welcome and outcomes
- Productive mathematical discourse

Lunch (45 min.)

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

- Engaging in Reflection
- ~~Difficult~~ Opportunity Conversations
- Wrap-up

Agreements

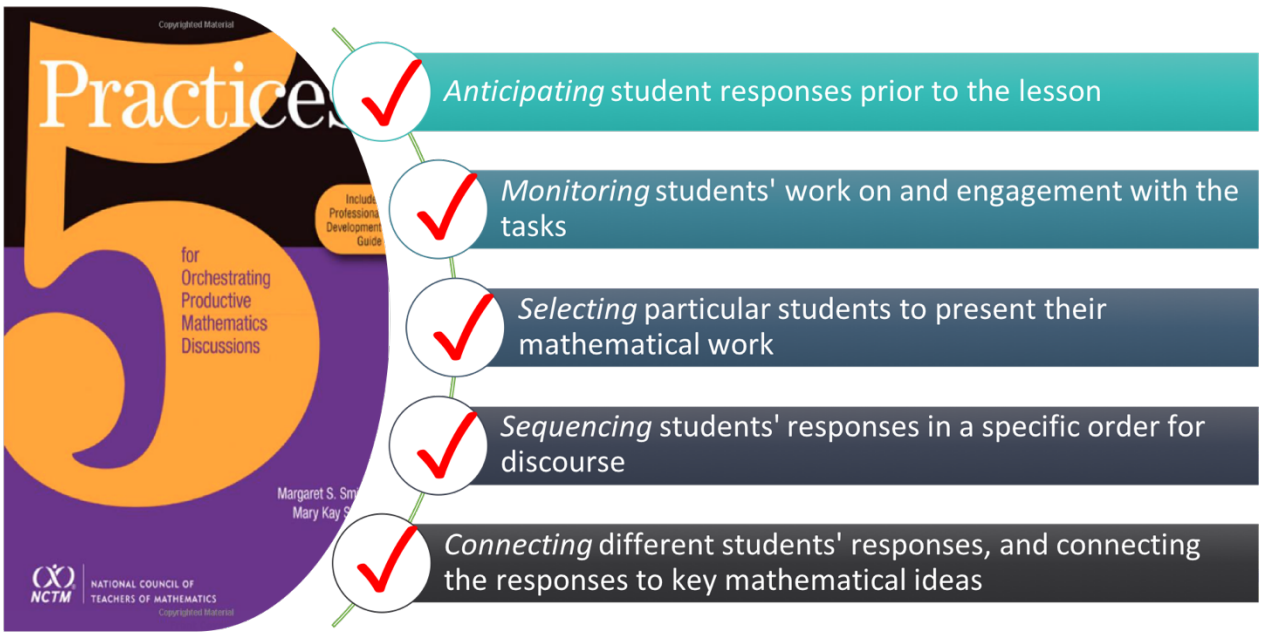
Make the learning meaningful
Engage mentally and physically
Notice opportunities to support the learning of others
Take responsibility for your own learning
Own the outcomes
Respect the learning environment of self and others

What is productive discourse?

Why promote student discourse?

What is a pitfall that teachers encounter in preparing students to talk about math?



Anticipating Student Responses in Mathematics

- Consider which strategies are likely to be most useful in addressing the content.
- Consider which strategies students are likely to use.
- Consider how to respond to likely student work.

Lesson 4: Interpreting and Computing Division of a Fraction by a Fraction—More Models

Student Outcomes

- Students use fraction bars and area models to divide fractions by fractions with different denominators.
- Students make connections between visual models and multiplication of fractions.

Classwork

Opening Exercise (2 minutes)

Begin class with a review of equivalent fractions. Ask each student for a new example of an equivalent fraction. Students need to share how they know that the new fraction is equivalent to the old fraction.

Opening Exercise

Write at least three equivalent fractions for each fraction below.

a. $\frac{2}{3}$

Sample solutions include $\frac{4}{6}, \frac{6}{9}, \frac{8}{12}, \frac{10}{15}, \frac{12}{18}$

b. $\frac{10}{12}$

Sample solutions include $\frac{5}{6}, \frac{15}{18}, \frac{20}{24}, \frac{25}{30}, \frac{30}{36}$

Example 1 (Optional)

This example is a review of the problems completed in the previous lesson. Therefore, it is decided by the teacher if this example is necessary or not.

For the first example, students are asked to solve a word problem using the skills they used in Lesson 3 to divide fractions with the same denominator.

- Molly has $1\frac{3}{8}$ cups of strawberries. This can also be represented as $\frac{11}{8}$. She needs $\frac{3}{8}$ cup of strawberries to make one batch of muffins. How many batches can Molly make?

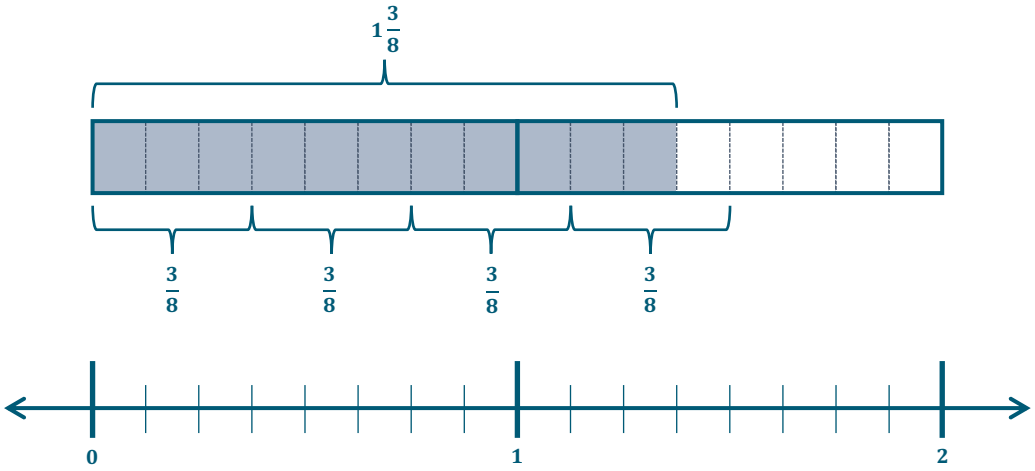
MP.1

  - *This question is really asking me how many $\frac{3}{8}$ are in $\frac{11}{8}$ or, in other words, to divide 11 eighths by 3 eighths. I can use a model to show that there are enough strawberries to make $3\frac{2}{3}$ batches of muffins.*

Example 1

Molly has $1\frac{3}{8}$ cups of strawberries. She needs $\frac{3}{8}$ cup of strawberries to make one batch of muffins. How many batches can Molly make?

Use a model to support your answer.



$\frac{11}{8} \div \frac{3}{8} = 11$ *eighths* $\div 3$ *eighths* $= \frac{11}{3} = 3\frac{2}{3}$

Molly can make $3\frac{2}{3}$ batches of muffins.

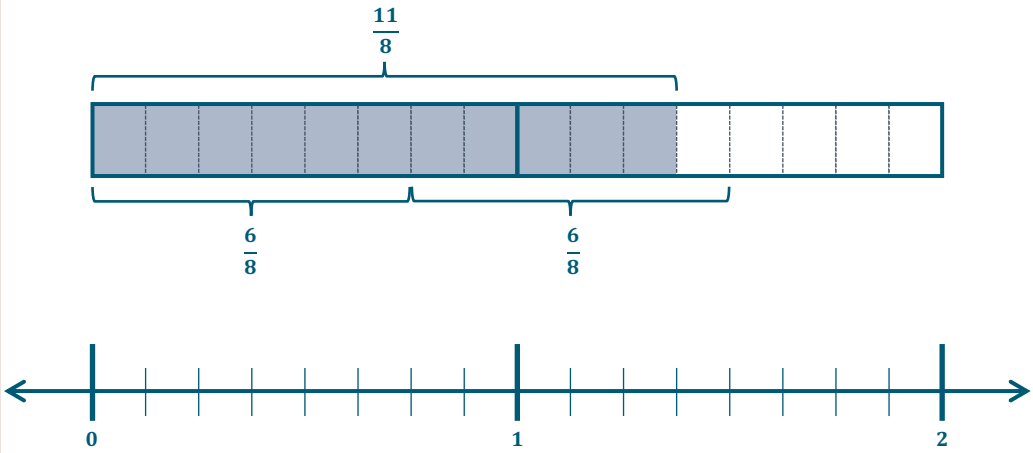
MP.1

Example 2 (3 minutes)

- Molly's friend, Xavier, also has $\frac{11}{8}$ cups of strawberries. He needs $\frac{3}{4}$ cup strawberries to make a batch of tarts. How many batches can he make?
  - *He has purchased $\frac{11}{8}$ cups, which makes 1 and $\frac{5}{6}$ batches.* (This would be answered last after a brief discussion using the questions that follow.)
- What is this question asking us to do?
  - *I am being asked to divide $\frac{11}{8}$ cups into $\frac{3}{4}$-cup units.*
- How does the problem differ from the first example?
  - *The denominators are different.*
- What are some possible ways that we could divide these two fractions?
  - *I could rename $\frac{3}{4}$ as $\frac{6}{8}$. These fractions are equivalent. I created an equivalent fraction by multiplying $\frac{3}{4}$ by $\frac{2}{2}$.*

Example 2

Molly's friend, Xavier, also has $\frac{11}{8}$ cups of strawberries. He needs $\frac{3}{4}$ cup of strawberries to make a batch of tarts. How many batches can he make? Draw a model to support your solution.

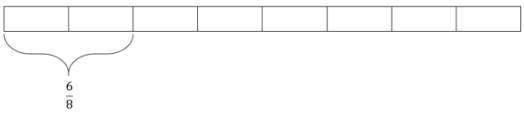


$\frac{11}{8} \div \frac{6}{8} = 11$ *eighths* $\div 6$ *eighths* $= \frac{11}{6} = 1\frac{5}{6}$

Xavier has enough to make 1 *and* $\frac{5}{6}$ *batches.*

MP.1

Example 3 (3 minutes)

- $\frac{6}{8} - \frac{2}{8}$
- Yesterday we focused on measurement division. Let's solve this problem using partitive division. Therefore, what is the question asking?
  - $\frac{6}{8}$ *is* $\frac{2}{8}$ *of what number?*
- How could we model this problem?
  - 

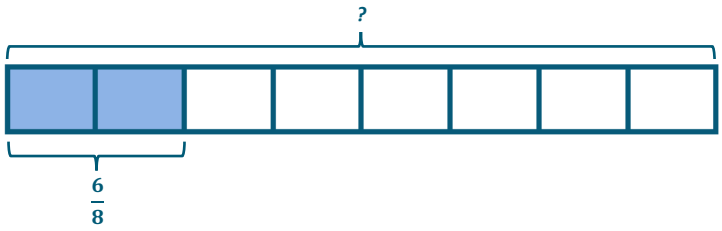
- Using the model, how could we solve the problem?
  - 2 *units* $= 6$ *eighths*
  - 1 *unit* $= 6$ *eighths* $\div 2$
  - 1 *unit* $= 3$ *eighths*
  - 8 *units* $= 3$ *eighths* $\times 8$
  - 8 *units* $= 3$
- Therefore, $\frac{6}{8} - \frac{2}{8} =$ ____.
- What do you notice about this solution that is similar to the solutions we found yesterday?
  - *The units, eighths, cancel out.*

- **This shows that we can follow the same process when solving both measurement and partitive division.**

Example 3

Find the quotient: $\frac{6}{8} \div \frac{2}{8}$. Use a model to show your answer.

MP.1



2 *units* $= 6$ *eighths*

1 *unit* $= 6$ *eighths* $\div 2 = 3$ *eighths*

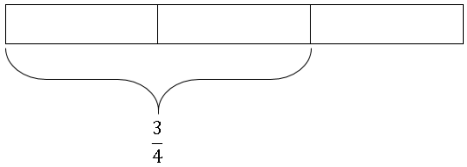
8 *units* $= 8 \times 3$ *eighths* $= 24$ *eighths* $= 3$

Example 4 (3 minutes)

- $\frac{3}{4} \div \frac{2}{3}$
- What is this question asking?
  - *It could be either $\frac{2}{3}$ of what is $\frac{3}{4}$ or how many $\frac{2}{3}$ are in $\frac{3}{4}$?*

Lead students through a brief discussion about this example:

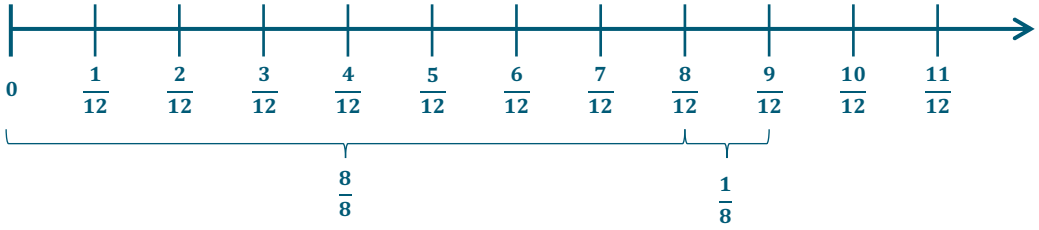
- Is your answer larger or smaller than one? Why?
  - *Since $\frac{2}{3}$ is less than $\frac{3}{4}$, we will have an answer that is larger than 1.*
- What is the difference between this problem and the problems we completed in Lesson 3?
  - *The fractions in this problem do not have common denominators, but the problems in Lesson 3 did.*
- Draw a model.
  -



- How can we rewrite this question to make it easier to model?
  - *We can create equivalent fractions with like denominators and then model and divide.*
  - *We can also think of this as $\frac{9}{12} \div \frac{8}{12}$, or 9 twelfths divided by 8 twelfths. 9 units $\div 8$ units $= \frac{9}{8}$ or $1\frac{1}{8}$ units*

Example 4

Find the quotient: $\frac{3}{4} \div \frac{2}{3}$. Use a model to show your answer.



We could rewrite this problem to ask $\frac{9}{12} \div \frac{8}{12} = 9$ twelfths $\div 8$ twelfths $= \frac{9}{8} = 1\frac{1}{8}$.

Exercises 1–5 (19 minutes)

Students work in pairs or alone to solve more questions about division of fractions with unlike denominators.

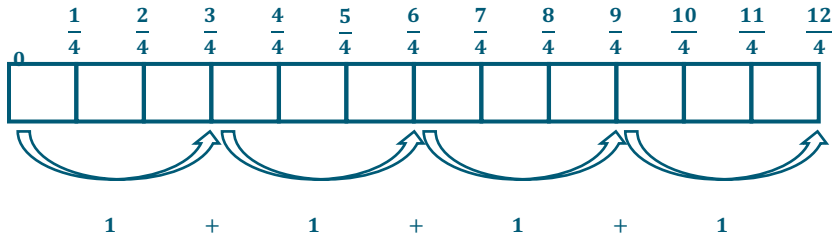
Students are no longer required to draw models; however, models are provided in the answers in case some students still need the visual to complete the problems.

Exercises 1–5

Find each quotient.

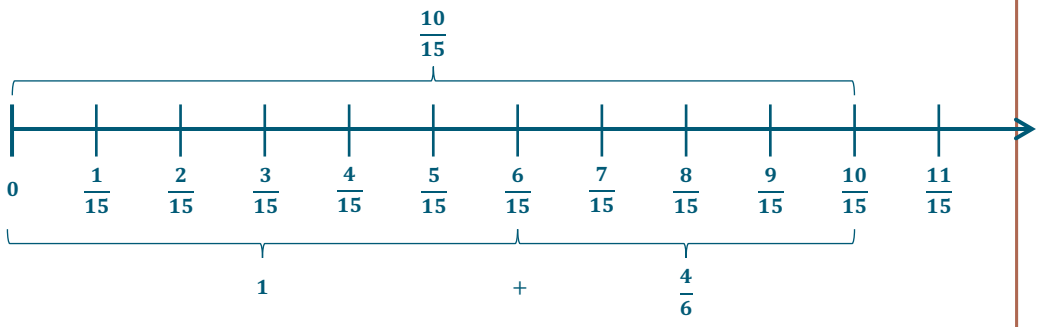
1. $\frac{6}{2} \div \frac{3}{4}$

We could rewrite this expression and solve as $\frac{12}{4} \div \frac{3}{4} = \frac{12}{3} = 4$.



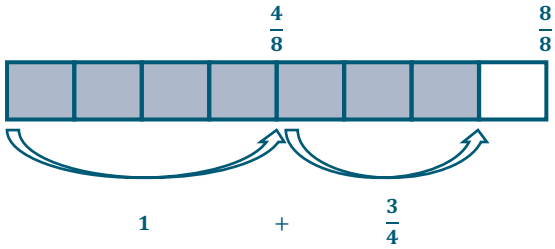
2. $\frac{2}{3} \div \frac{2}{5}$

We could rewrite this expression and solve as $\frac{10}{15} \div \frac{6}{15} = \frac{10}{6} = 1\frac{4}{6}$.



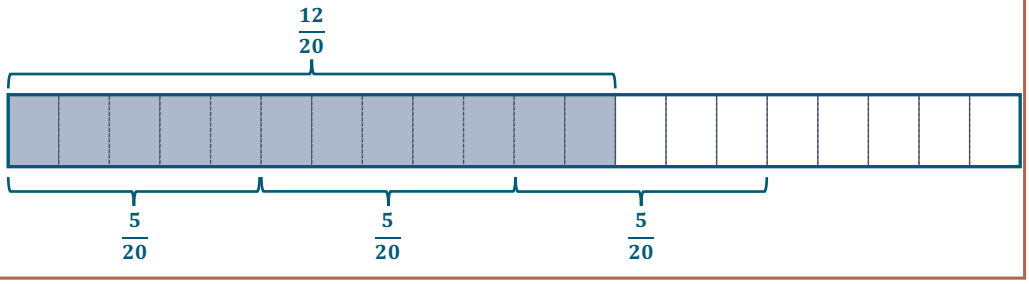
3. $\frac{7}{8} \div \frac{1}{2}$

We could rewrite this as $\frac{7}{8} \div \frac{4}{8} = \frac{7}{4} = 1\frac{3}{4}$.



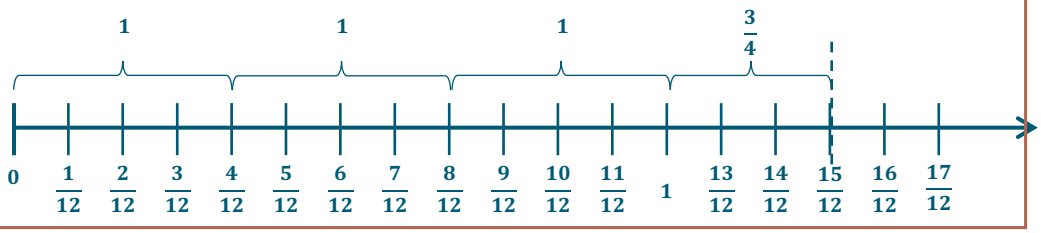
4. $\frac{3}{5} \div \frac{1}{4}$

This can be rewritten as $\frac{12}{20} \div \frac{5}{20} = \frac{12}{5} = 2\frac{2}{5}$.



5. $\frac{5}{4} \div \frac{1}{3}$

We can rewrite this as $\frac{15}{12} \div \frac{4}{12} = \frac{15}{4} = 3\frac{3}{4}$.



Closing (10 minutes)

- When dividing fractions, is it possible to get a whole number quotient?
  - *It is possible to get a whole number quotient when dividing fractions.*
  - *When the dividend is larger than the divisor, the quotient will be greater than* 1.
- When dividing fractions, is it possible to get a quotient that is larger than the dividend?
  - *It is possible to get a quotient that is larger than the dividend when dividing fractions. For example,* $1 \div \frac{1}{4} = 4$ *fourths* $\div 1$ *fourth* $= 4$.
- When you are asked to divide two fractions with different denominators, what is one possible way to solve?
  - *To divide fractions with different denominators, we can find equivalent fractions with like denominators in order to solve.*

Exit Ticket (5 minutes)

Name _____ Date _____

Lesson 4: Interpreting and Computing Division of a Fraction by a Fraction—More Models

Exit Ticket

Calculate each quotient. If needed, draw a model.

1. $\frac{9}{4} \div \frac{3}{8}$

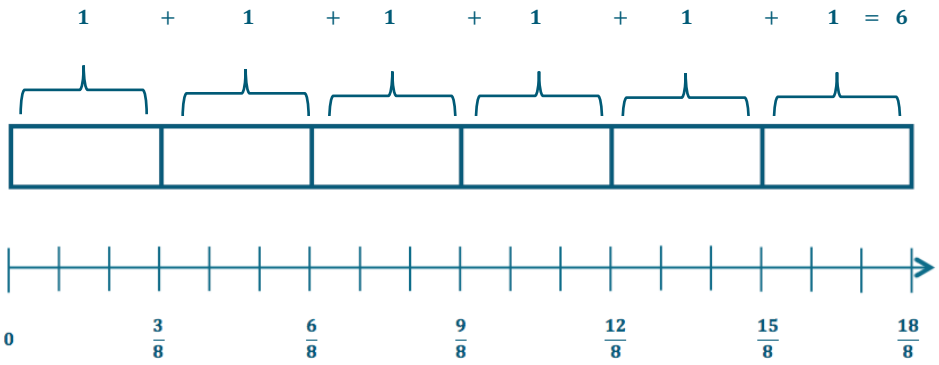
2. $\frac{3}{5} \div \frac{2}{3}$

Exit Ticket Sample Solutions

Calculate each quotient. If needed, draw a model.

6. $\frac{9}{4} \div \frac{3}{8}$

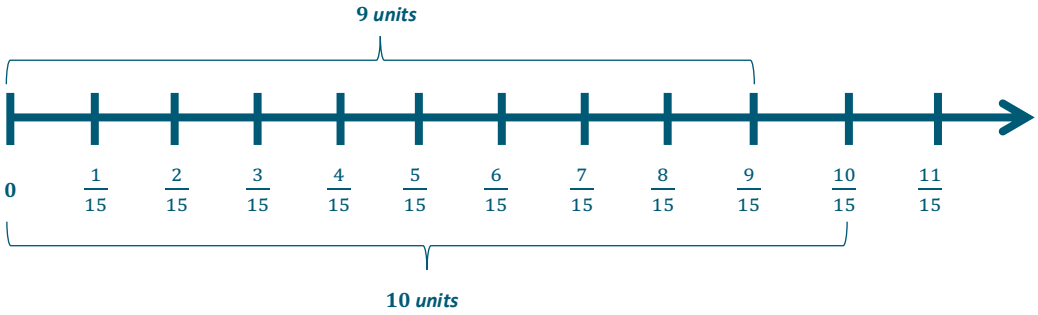
This can be rewritten as $\frac{18}{8} \div \frac{3}{8} = 18$ *eighths divided by* 3 *eighths* $= \frac{18}{3} = 6$.



7. $\frac{3}{5} \div \frac{2}{3}$

This can be rewritten as $\frac{9}{15} \div \frac{10}{15} = 9$ *fifteenths divided by* 10 *fifteenths, or* 9 *units* $\div 10$ *units.*

So, this is equal to $\frac{9}{10}$.



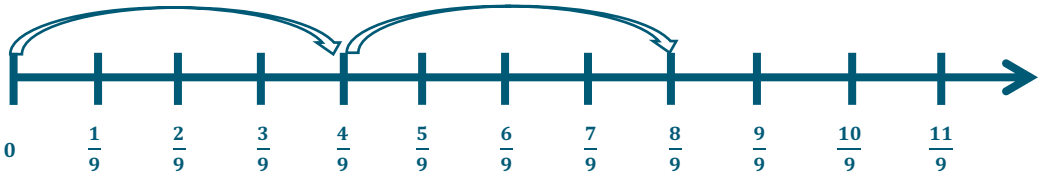
Problem Set Sample Solutions

The following problems can be used as extra practice or a homework assignment.

Calculate the quotient. If needed, draw a model.

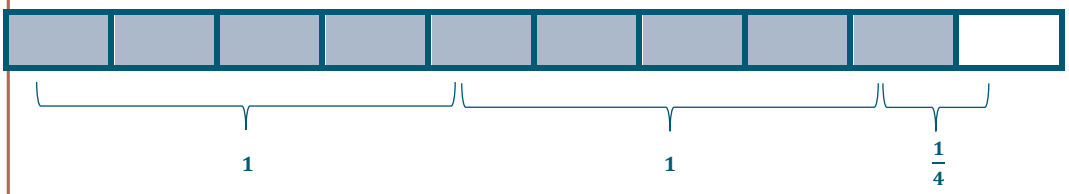
8. $\frac{8}{9} \div \frac{4}{9}$

$8 \textit{ ninths} \div 4 \textit{ ninths} = 2$



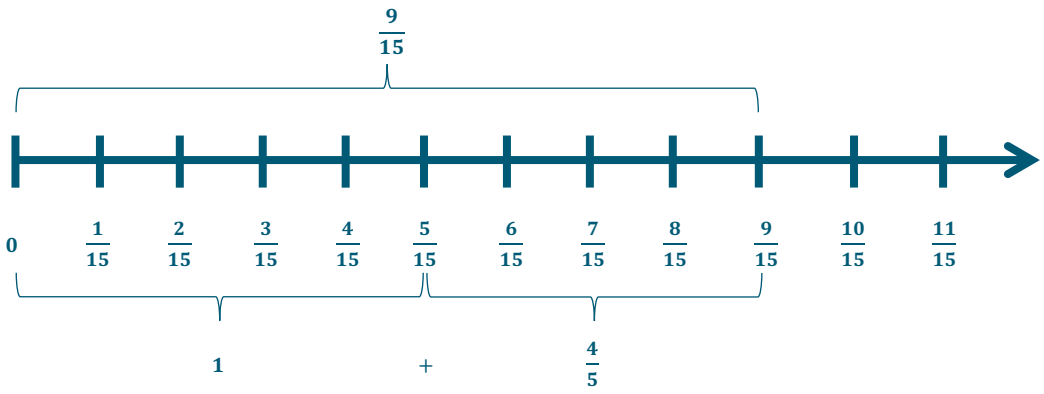
9. $\frac{9}{10} \div \frac{4}{10}$

$9 \textit{ tenths} \div 4 \textit{ tenths} = 2\frac{1}{4}$



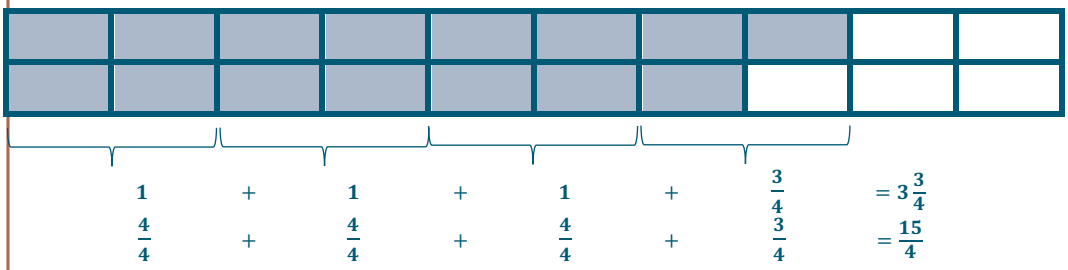
10. $\frac{3}{5} \div \frac{1}{3}$

$\frac{9}{15} \div \frac{5}{15} = 9 \textit{ fifteenths} \div 5 \textit{ fifteenths} = \frac{9}{5} = 1\frac{4}{5}$



11. $\frac{3}{4} \div \frac{1}{5}$

$\frac{15}{20} \div \frac{4}{20} = 15$ *twentieths* $\div 4$ *twentieths* $= \frac{15}{4}$



$1 + 1 + 1 + \frac{3}{4} = 3\frac{3}{4}$

$\frac{4}{4} + \frac{4}{4} + \frac{4}{4} + \frac{3}{4} = \frac{15}{4}$

Establishing the Lesson Objective

Locating in advance some possible 'Hot Spots' in the lesson—things that could hinder you and your students in achieving the lesson objective—will be very useful to you when you facilitate your students' mathematical discourse.

Practice: Anticipating and Monitoring Discourse

Anticipating and Monitoring student responses to **Task:** Lesson 4: Interpreting and Computing Division of a Fraction by a Fraction—More Models
Step 1: Revisit Examples 2 and 3
Sample Learning Goal for task: *Students will…* • *Use visual models including tape diagrams and rectangular arrays to write producs as sums and sums as products.* • *Recognize that rewriting an expressing a different form can reveal how quantities are related.* • *Use examples and counter examples to communicate thinking using appropriate vocabulary, symbols, and/or units.*
Which strategies are likely to be the most useful to students in meeting the objective of the lesson?
Which strategies would students most likely use? (These may include strategies not included in this lesson)
What misconceptions might students have?
How would you respond to students who used these strategies or had these misconceptions?

Practice: Selecting, and Sequencing

Step 1:

With your group, analyze the student work samples for strategies and misconceptions and compare to the strategies you anticipated, then…

Step 2:

- ***Select*** student work that would best represent the strategies that would help build understanding of the math.
- ***Sequence*** the selected student work in the order that your group determines would best help the students make sense of the math.

Step 3:

- Create a chart that illustrates your selected strategies in the sequence you would have discussed them with students in your class to help students make sense of the math. Tape the student work to the chart paper in a way that you think supports student learning.

Record your sequence notes below

Work sample letter	Notes about student work	Connecting Responses and Key Ideas
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Processes for Orchestrating Productive Mathematical Discourse

Anticipating student responses prior to the lesson

What should you consider?	How is this supported?
• The strategies that students might use to approach or solve a challenging mathematical task • How to respond to what students produce • Which strategies are most useful in addressing the mathematics to be learned	• Solving the problem in as many ways as possible • Solving the problem with other teachers • Drawing on relevant research when possible • Documenting student responses year to year

Monitoring students' work on, and engagement with, the task

What does this involve?	How is this supported?
• Circulating while students work, watching and listening • Recording interpretations, strategies, and points of confusion • Asking probing questions to get students back "on track" or to advance their understanding	• Anticipating student responses beforehand • Using a recording tool • Observing students' actual responses during independent work

Selecting particular students, or groups of students, to present their mathematical work

What does this involve?	How is this supported?
• Choosing students to present because of the mathematics in their responses • Making sure that over time all students are seen as authors of mathematical ideas and have the opportunity to demonstrate competence • Gaining some control over the content of the discussion	• Anticipating and monitoring • Planning in advance which types of responses to select, perhaps considering an incorrect solution to illustrate a typical misconception • Being ready to consider unanticipated solutions

Sequencing students' responses in a specific order for discussion

What does this involve?	How is this supported?
• Purposefully ordering presentations so the mathematics is accessible to all students • Building a mathematically coherent story line from prior knowledge to current grade-level standards.	• Anticipating, monitoring, and selecting • During anticipation work, considering how possible student responses are mathematically related

Ways to *Sequence* Student Responses

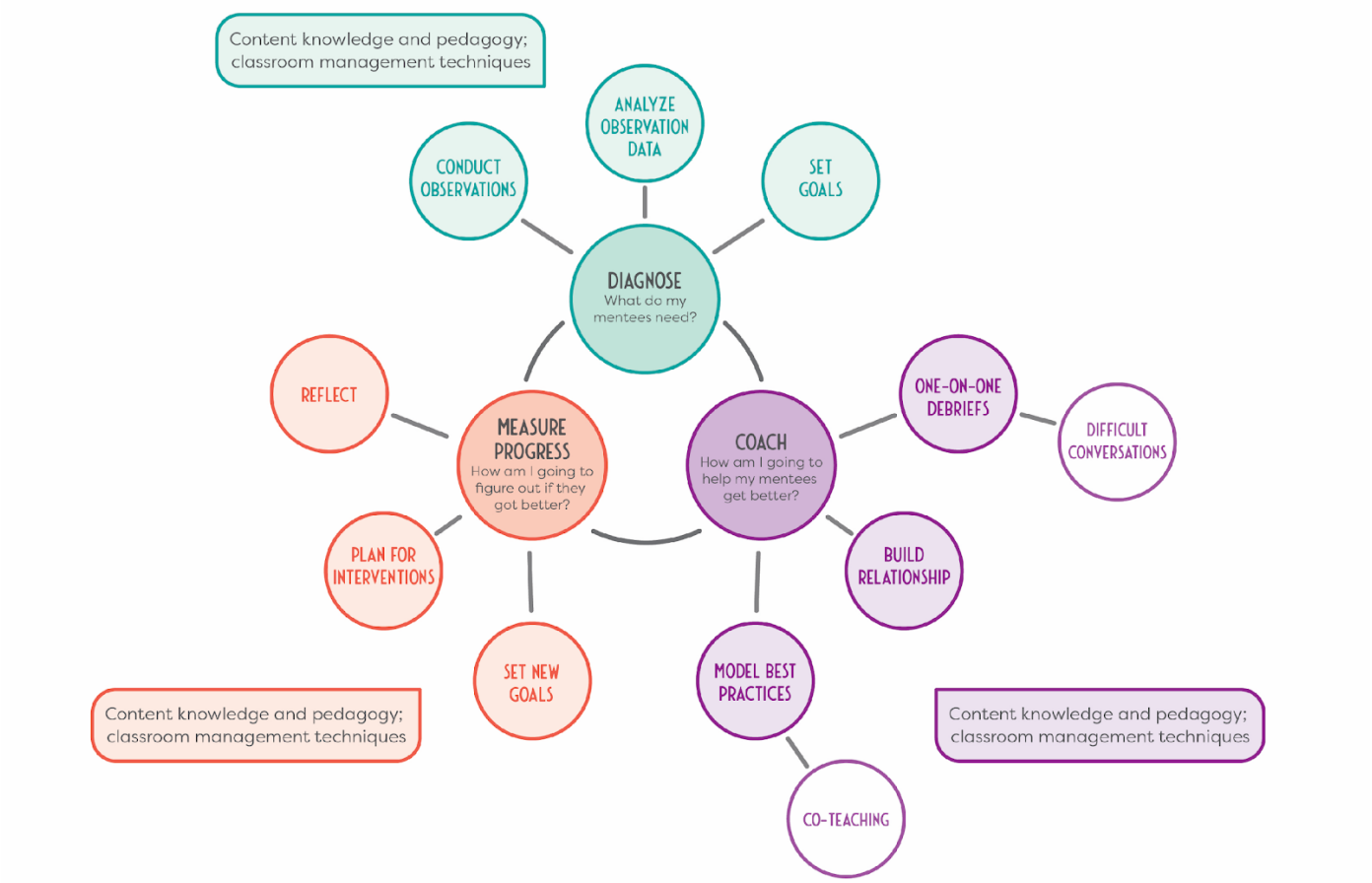
- Begin with the strategy used by the majority of students before moving to those strategies that only a few students used.
- Begin with a strategy that is more concrete, then move to strategies that are more abstract.
- Present strategies that address common misconceptions.
- Have related or contrasting strategies presented one right after the other.

Connecting different students' responses, and *connecting* the responses to key mathematical ideas

What does this involve?	How is this supported?
• Encouraging students to make mathematical connections between different student responses through questioning • Making the key mathematical ideas that are the focus of the lesson salient • Considering extensions as they come from the students or the teacher	• Anticipating, monitoring, selecting, and sequencing • Considering how students might be prompted to recognize mathematical relationships between responses • Cultivating a classroom culture with explicit supports for student discourse.

— Citation: Adapted from Smith, M. S., & Stein, M. K. (2011). *5 practices for orchestrating productive mathematics discussions.* Reston, VA: National Council of Teachers of Mathematics.

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

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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. a. Reframe your thinking. b. Consider what your interests are. c. Consider the other person's interests.	
2. Identify the issue or situation. 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. a. Give one specific example. b. State it neutrally without interpretation, assumptions, or judgment.	
4. Describe your feelings about the issue. a. Name your response. b. Own that it is yours.	
5. Clarify what is at stake. a. State the potential immediate and long-term consequences. b. State them neutrally and clearly.	

Step	Sketch a doodle or symbol to help you remember what happens in this step
6. Identify your contribution to this situation. a. Own responsibility for contributing to the situation. b. Name how you contributed.	
7. Indicate your desire to resolve the issue. a. Be truthful. b. Name what is at stake for you if the situation is not resolved.	
8. Invite the other person to respond. a. Listen fully and without interruption. b. Paraphrase to demonstrate understanding. c. Probe if necessary, although silence, acceptance, and acknowledgement may be best.	
9. Plan next actions together. 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.	

Step	Sketch a doodle or symbol to help you remember what happens in this step
10. Set a time to revisit. 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 *t*his 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 is 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