



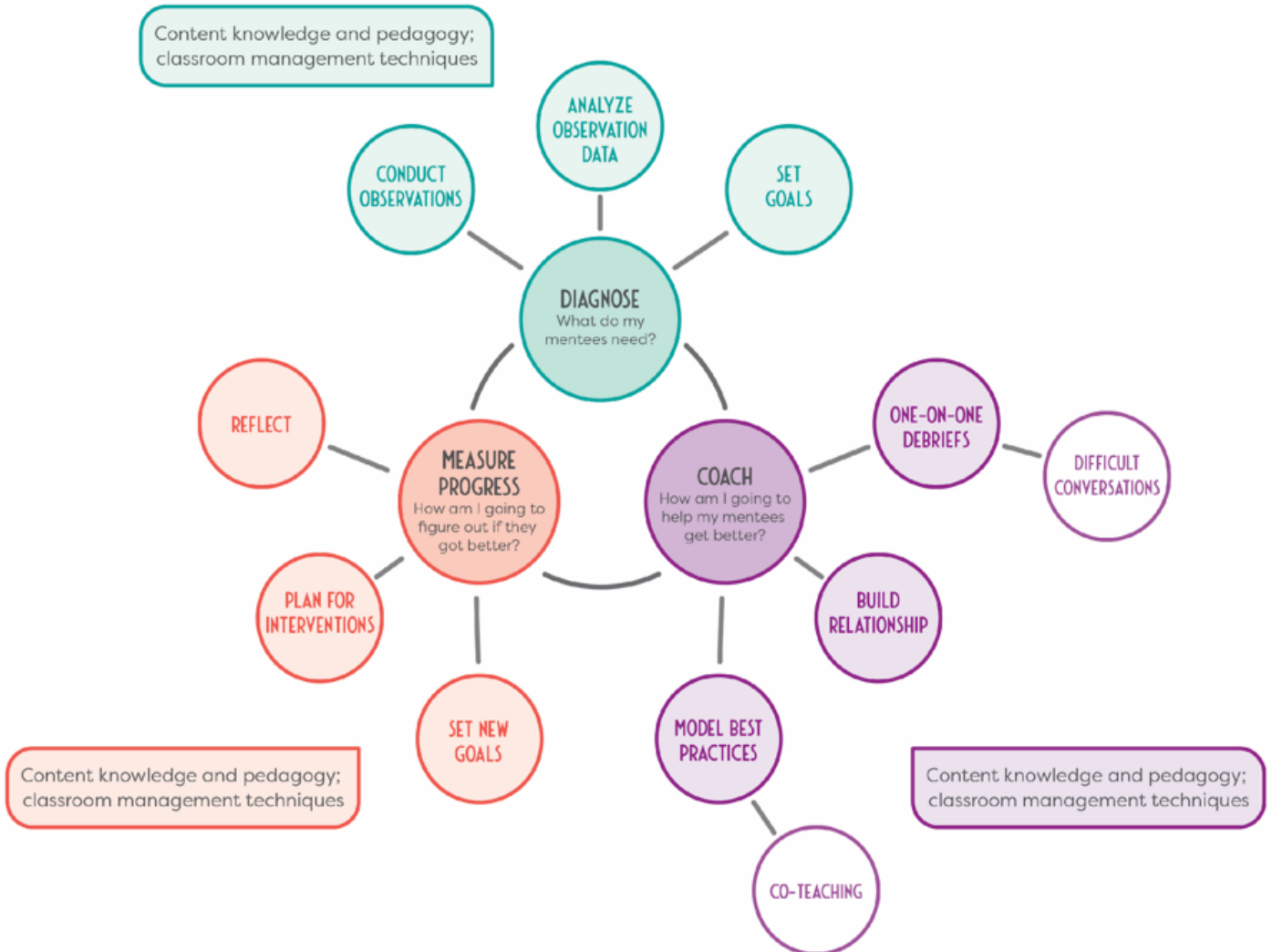
Louisiana Department of Education Mentor Teacher Training

Module 9: Elementary Cohort Reflecting on Mentoring Practice

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 9 Outcomes

- Reflect on mentoring practice and make concrete plan for future practice

Module 9 Agenda

Morning

Welcome and outcomes

Reflection

Diagnose

Afternoon

Coach

Measure progress

Prepare to engage mentee in reflection

Gallery walk

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

Log in to the Bloomboard portal at:

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

Access Module 1-7 materials at:

<https://www.louisianabelieves.com/resources/library/louisiana-mentor-teachers>

Reflect

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)

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.

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 afterward."

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 a 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 stone 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 grow 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 allow 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 life 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 be 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!

Diagnose

Diagnose has three components: conduct observations, analyze observation data, and set goals.

Diagnose: Notes on key points

You can save your Post-Its from the Give One, Get One, Move On activity here.

Give One, Get One, Move On Protocol

1. Get 3 Post-Its. Use your diagnose materials. On each Post-It, write a key learning or important idea from your point of view about the Diagnose portion of the mentor cycle (8 minutes)
2. Get up and mingle. When the facilitator says “Give One! Get One!” stop and make a pair with someone close by. Share one of your key learnings with each other (give one and get one). Read each other’s Post-Its (2 minutes).
3. When the facilitator says “Move On!” mingle again
4. Repeat steps 2 and 3 two more times (4 minutes)

Assessment	How Diagnose is Assessed
Demonstrating Math Content Knowledge	Analyze and plan a lesson to demonstrate understanding of the shifts in mathematics
Facilitating Mathematically Productive Conversations	Analyze a critical point in a lesson where discourse would help students achieve the lesson learning goal
Reading Complex Grade-Level Texts	Analyze a text that requires multiple reads
Expressing Understanding of Text Through Writing	Analyze 3 pieces of student writing for patterns in strengths, learning gaps, and understandings
Mentoring to Improve Content Instruction	Analyze the needs of a mentee in regards to content instruction to diagnose and prioritize the mentee's most important needs
Mentoring to Improve Classroom Management	Analyze the needs of a mentee in regards to classroom management skills to diagnose and prioritize the mentee's most important needs

Mentor Self-Reflection: Diagnose

What practices have you applied that were related to this portion of the Mentor Cycle? What in your mentee's practice prompted you to apply these practices?

How do you determine if these practices are effective?

Select a time when you engaged in the practices of Diagnose to examine more closely. What did you do? What was the outcome? What went right? What was a mistake?

What are your strengths as a mentor in this area of the Mentor Cycle?

What are your areas of need as a mentor in this area of the Mentor Cycle?

What actions for your own practice will you take next based on this reflection?

What actions to help others will you take next based on this reflection?

Diagnose: Work Time for Next Steps

Plan for your Diagnose work time

What are your next steps for your work in Diagnose?

Coach

Coach has three components: build relationship, model best practices, and one-on-one debriefs.

Coach: Notes on key points

Coach: Two Minute Papers Protocol

1. Use your Coach materials
2. Write to answer the question *from your perspective* (2 minutes)
3. Share your response with the person sitting next to you (2 minutes)
4. Repeat the steps for each question

	Your Answer	Notes on Discussion
What is the most challenging aspect of the Coach portion of the Mentor cycle?		
What did you find to be the most confusing aspect of the Coach portio of the Mentor cycle?		
What is the most important aspect of the Coach portion of the Mentor Cycle?		

Assessment	How Coach is Assessed
Demonstrating Math Content Knowledge	Plan and implement a lesson
Facilitating Mathematically Productive Conversations	Develop a plan for a discussion using a monitoring sheet and implement the discussion
Reading Complex Grade-Level Texts	Develop a plan to facilitate a careful reading of the text and implement the plan
Expressing Understanding of Text Through Writing	Develop an action plan to continue to develop student writing skills and implement action plan
Mentoring to Improve Content Instruction	Develop and implement a coaching plan for addressing mentee’s prioritized needs
Mentoring to Improve Classroom Management	Develop and implement a coaching plan for addressing mentee’s prioritized needs

Mentor Self-Reflection: Coach

What practices have you applied that were related to this portion of the Mentor Cycle? What in your mentee's practice prompted you to apply these practices?

How do you determine if these practices are effective?

Select a time when you engaged in the practices of Coach to examine more closely. What did you do? What was the outcome? What went right? What was a mistake?

What are your strengths as a mentor in this area of the Mentor Cycle?

What are your areas of need as a mentor in this area of the Mentor Cycle?

What actions for your own practice will you take next based on this reflection?

What actions to help others will you take next based on this reflection?

Coach: Work Time for Next Steps

Plan for your Coach work time

What are your next steps for your work in Coach?

Measure Progress

Measure Progress has three components, plan for intervention, set new goals, and reflect.

Measure Progress: Notes on key points

Recall, Summarize, Question, Comment., and Connect Protocol

Recall: Make a list of what you recall as most important about Measure Progress

Summarize: Summarize the essence of Measure Progress

Question: Ask any questions that remained unanswered

Comment: Share answers to the questions

Connect: Explain how Measure Progress relates to the Mentor Cycle as a whole

Assessment	How Measure Progress is Assessed
Demonstrating Math Content Knowledge	Evaluate implementation of lesson
Facilitating Mathematically Productive Conversations	Evaluate facilitation of discussion
Reading Complex Grade-Level Texts	Evaluate the effectiveness of reading instruction
Expressing Understanding of Text Through Writing	Evaluate action plan using 3 more pieces of student writing
Mentoring to Improve Content Instruction	Evaluate success of mentoring cycle through mentee reflection
Mentoring to Improve Classroom Management	Evaluate success of mentoring cycle through mentee reflection

Mentor Self-Reflection: Measure Progress

What practices have you applied that were related to this portion of the Mentor Cycle? What in your mentee's practice prompted you to apply these practices?

How do you determine if these practices are effective?

Select one time when you engaged in the practices of Measure Progress to examine more closely. What did you do? What was the outcome? What went right? What was a mistake?

What are your strengths as a mentor in this area of the Mentor Cycle?

What are your areas of need as a mentor in this area of the Mentor Cycle?

What actions for your own practice will you take next based on this reflection?

What actions to help others will you take next based on this reflection?

Measure Progress: Work Time for Next Steps

Plan for your Measure Progress work time

What are your next steps for your work in Measure Progress?

Mentee Self-Reflection Sheet

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?

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?

Gallery Walk Protocol

Prepare: (5 minutes)

1. Choose 1 artifact to display
2. On 1 Post-It, write the name and section of the Assessment you are displaying
3. On another Post-It, specify what you would like feedback on

Partner Walk: (30 minutes)

1. Bring your handout packet with you to refer to the Assessment rubrics.
2. Bring a pack of Post-Its with you and a pen
3. Visit THREE pieces of work.
4. At each piece of work,
 - a. Examine the work independently
 - b. Discuss the piece of work with your partner
 - c. Leave two post-its
 - i. We like....
 - ii. We wonder...
5. Be sure to base your comments and questions in the Assessment rubrics

After: (10 minutes)

1. Read through the feedback you received and apply to your work

Wrap Up

Complete the Module 8-9 survey at <https://bit.ly/2rU8Kfg>.