TIME FOR A REFLECTIVE CONVERSATION WITH A TEACHER?

DOES THE QUESTION MATTER?

Diane Reynolds & Renee Everling
National Council of Supervisors of Mathematics Conference: Boston
April 13, 2015
NCTM Teaching Principle

“…effective teaching involves observing students, listening carefully to their ideas, having mathematical goals, and using the information to make instructional decisions.”

Principles and Standards for School Mathematics, 2005
NCTM Teaching Principle

“Effective teaching requires continuing efforts to learn and improve…including learning about mathematics and pedagogy, benefitting from interactions with students and colleagues, and engaging in ongoing professional development and self-reflection.”

Principles and Standards for School Mathematics, 2005
NCTM Teaching Principle

“...opportunities to reflect on and refine instructional practice...engaging in reflective practice and continuous self-improvement are actions good teachers take everyday.”

Principles and Standards for School Mathematics, 2005
What can we do as leaders in our schools to implement and support effective professional learning opportunities for teachers?
Instructional Coaching

• Take a minute to envision the characteristics of an effective instructional coach.

• When you have developed that image, describe your vision of an effective instructional coach to a neighbor at your table.
Instructional coaches use a partnership approach to...

- incorporate research-based instructional practices;
- assist teachers toward realizing their professional goals; and
- facilitate teacher reflection.
Vignette

• When you reflect on the conversation, summarize what you noticed about the exchange between the teacher and instructional coach.

• As you revisit the questions posed to the teacher, describe what you notice about the structure of the questions.

• Taking a moment to think about conversations you have engaged in through your district role, compare and contrast this vignette to those experiences.
Reflective Conversations

When you reflect on the conversation, summarize what you noticed about the exchange between the teacher and instructional coach.
Reflective Conversations

When you reflect on the conversation, summarize what you noticed about the exchange between the teacher and instructional coach.

• An invitation to think
Reflective Conversations

When you reflect on the conversation, 

summarize what you noticed

about the exchange between the teacher 
and instructional coach.

• An invitation to think

• A cognitive process
Reflective Conversations

When you reflect on the conversation, summarize what you noticed about the exchange between the teacher and instructional coach.

• An invitation to think
• A cognitive process
• A specific topic
Mrs. Foley needs to buy drinks for her daughter’s birthday party.

She wants to buy both apple juice and grape juice. Cans of apple juice are sold in 6 packs. Cans of grape juice are sold in 4 packs.

Mrs. Foley needs to buy at least 26 but no more than 30 cans of juice.

How many packs of apple juice can she buy? How many packs of grape juice can she buy?

Show or explain how you got your answer.
VIDEO

• What do the students know and what are they still working to understand?

• What questions were used by the teacher to prompt student engagement or dialogue?

• How did classroom discussion contribute to learning opportunities in the lesson?
Your Task

• Using the structure for reflective conversations, create a statement that could be used during a debrief conversation with Mrs. Foley.

• Be prepared to share one of the structured statements you create and what you expect to learn by using that statement in a reflective conversation.

  – An invitation to think
  – A cognitive process
  – A specific topic
Processing

As you think about structuring reflective conversations with an *invitation to think*, *a cognitive process*, and *a specific topic*, speculate what the outcomes may be on teachers’ thinking, self-reflection, and classroom instruction.
“A well-structured question is an invaluable tool in our repertoire to promote teacher learning.”

Costa and Garmston, 2002
NCSM Booth 401
mathsolutions.com/presentations
Thank You

mathsolutions.com
800.868.9092
info@mathsolutions.com