



**TIME FOR A REFLECTIVE  
CONVERSATION WITH A  
TEACHER?  
*DOES THE QUESTION MATTER?***

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# 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.



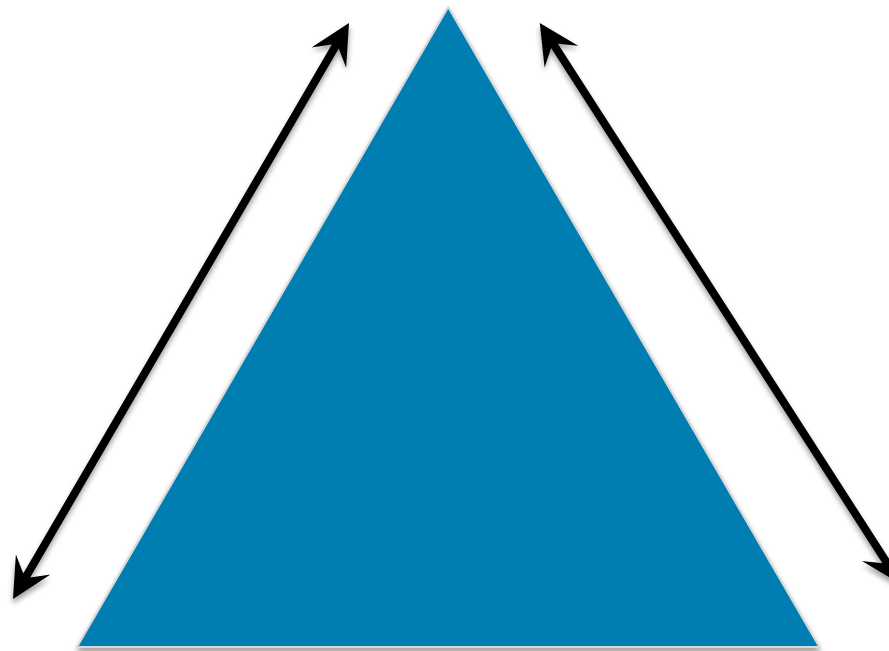
## **Instructional coaches use a partnership approach to...**

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





**Mathematics  
Content and Tasks**



**Student  
Engagement  
and Learning**

**Teacher  
Decisions  
and Actions**



# 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

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- ***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?



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# 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*



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# Thank You

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