LEARNING SITE AGENDA

"Elementary Math Student Discourse" Learning Site

Host Teacher: Frances Ahearn
Facilitator: Eric Grant
Networkers: Kadian Simmonds & Jeff Parks

Virtual Launch Session (Monday, March 13, 2023 on Zoom)	
5:00-6:00 pm	**Prework** (zoom link here) - Introductions and Time for Connection - Learning Site Intro & Norms (pg. 2-3) - Our Focusing Question - Jamboard - Driver Diagram (pg. 4) - Logistics for Learning Site (timing, food, parking, technology)
Peer Observation & Debrief (Tuesday, March 14, 2023 @ Philbrick Elementary)	
9:45-10:00	**Arrive at Philbrick Elementary**
10:00-10:30 (30 min)	**Pre-Observation Review** - Review observation buckets, norms for observation, and note-taking sheet - Research Consent Forms
10:30-11:15 (45 min. observation / time with students)	**3rd Grade Math Class Observation** - Take evidence based notes on your focus. - Take notes on your own or use the graphic organizer (pg. 5-6)
11:15-11:45 (30 min)	**Pre-Debrief** - Collect and share evidence from your notes. - Excavating questions guidelines (pg. 7)
11:45-12:15 (30 min)	**Break / Lunch**
12:15-1:00 (45 min)	**Debrief with Host Teacher** - Host teacher joins the conversation and we ask our questions - Debrief protocol (pg. 8)
1:00-1:30 (30 min)	**Reflection + Next Steps** - Wrap up, Reflections, Next Steps (pg. 9-10) - Virtual Session info (p. 11) and Exit Ticket (on phone or email)

LEARNING SITE BASICS

What is a Learning Site?

In a Learning Site, educators come together for a full day or ½ day in a live classroom around a common area of practice. Participants talk with the host teacher and set goals for their own classrooms. Then, participants continue the learning through 3 virtual follow-up coaching sessions.

- **Timing**: 4 hr peer observation + debrief. Also 4 virtual 1-hr meetings
- **Purpose**: Learn from BPS colleagues, focus on a shared challenge, generate ideas for your class
- **Credits**: Up to 12 PD hours or 1 ALC

What makes a Learning Site different from other PD?

1. **Teachers in the driver's seat**
   Our topic was chosen by teachers based on a needs assessment. Host teacher is a "humble expert."

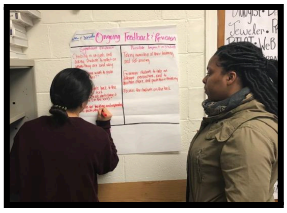
2. **Participants in the passenger seat**
   This is a "ride-with" and not a "walk-through." We'll get up to speed by learning about the host teacher's context. Then we'll observe a lesson and talk with the host during a follow-up discussion.

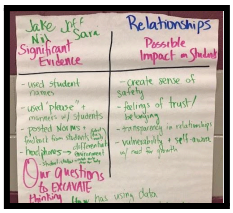
3. **Students riding along with us**
   These students are experts on teaching and learning. They are ready to share what's going on in their classroom. We want the learning to be done *with* students and not *to* students.

4. **This is not about the worksheets**
   We're not here to copy the host teacher's materials or moves. Instead, focus on the invisible *why* and *how* decisions that motivate those choices. How might these apply to your own context?

5. **This is about equity**
   We hope you leave with an appreciation of what it's like to be a teacher or student in this school. As a district, we can begin to address gaps in opportunity and resources when we can look beyond our silos, make connections, and see *all* BPS students as *our* students..





Peer Observation Mindset Some challenges you may encounter during today's session.

- **Be curious**: We're not here to evaluate the presenter or their schools. Instead, try to be curious, ask good questions, and bring learning back to our own classrooms/schools.
- **Be open minded**: It is human nature to play the comparison game. Instead of thinking, "This would never work for me," try to reframe as "This might work in my setting if .. . "
- **Be a collaborator**: We all serve Boston students. Sharing ideas and resources with colleagues helps us to desilo and improve learning across BPS.

Professional Learning

Norms for Our Sessions

1. **Confidentiality:** maintain confidentiality; share learning outside group but not details
2. **Psychological Safety:** no blame, no shame, no attack, share airtime, always okay to pass
3. **Fully Present:** listen actively, share honestly, respectful use of technology
4. **Growth Mindset**: adopt a learning orientation for students and for adults
5. **Equity Lens**: aim to reduce our own biases/blind spots and increase access and agency for all learners.

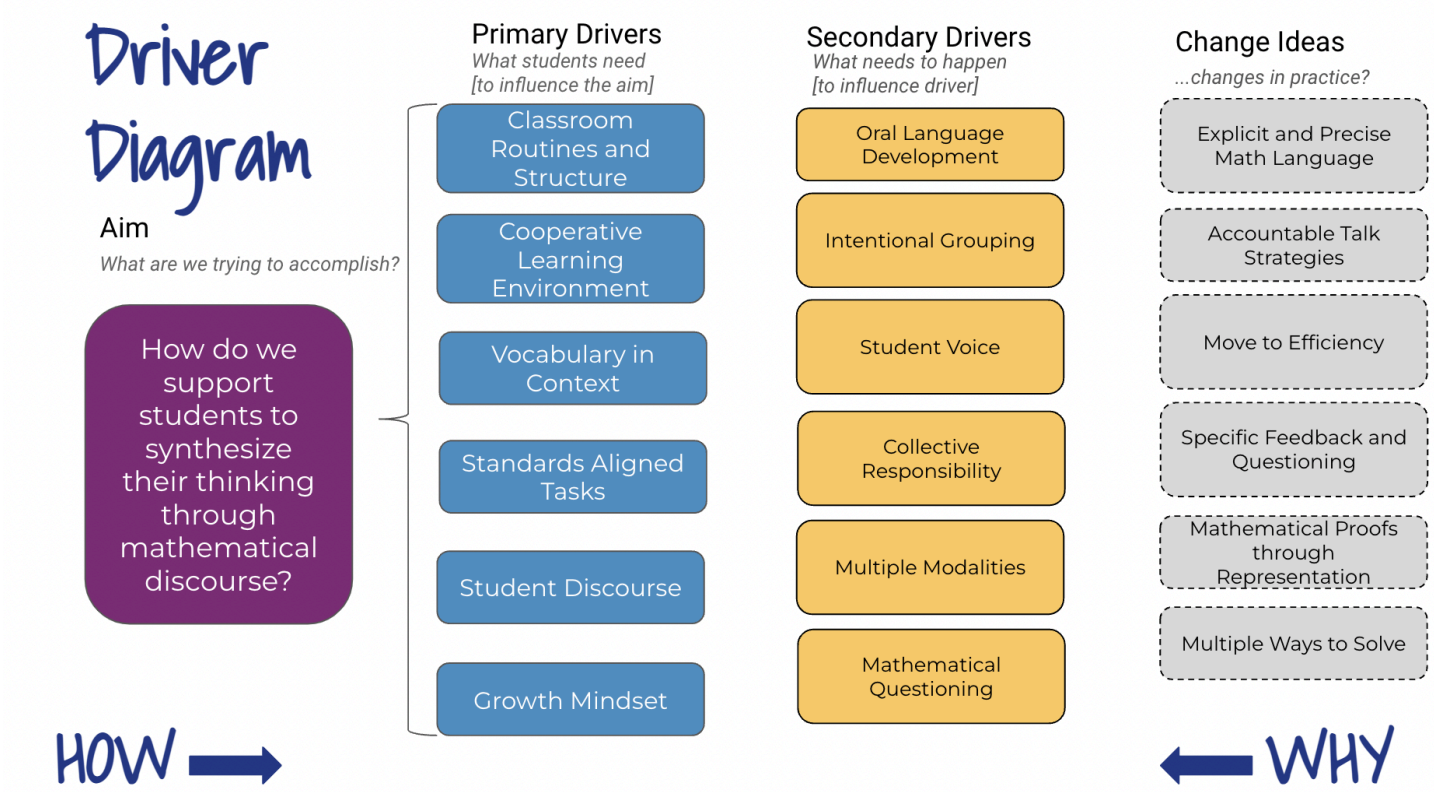
Other norms to add today?

DRIVER DIAGRAM

A driver diagram is a visual display of a theory of what "drives," or contributes to, the achievement of a goal. A driver diagram shows the relationship between the overall aim of the project, the primary drivers (sometimes called "key drivers"), secondary drivers, and the specific change ideas to test for each secondary driver.

How to read a driver diagram:

- From Left → Right, ask *"What's our aim and HOW are we putting that into practice?"*
- From Right → Left, ask *"What is the host teacher doing and WHY?"*



OBSERVATION NOTES

Focus Area(s)	
Peer Observation Do's	• ***Be curious***: We're not here to evaluate the presenter or their schools. Instead, try to be curious, ask good questions, and bring learning back to our own classrooms/schools. • ***Be open minded***: It is human nature to play the comparison game. Instead of thinking, "This would never work for me," try to reframe as "This might work in my setting if .. . " • ***Be a collaborator***: We all serve Boston students. Sharing ideas and resources with colleagues helps us to de-silo and improve learning across BPS.
Don'ts	• *Don't be a poet*: capture evidence, not just feelings or impressions. • *Don't be a stenographer*: capture key quotes, not every single word. • *Don't be a distraction*: Be mindful of class norms, keep phones/laptops away, and let the students focus on their work instead of focusing on you.

Time	Teacher Actions	Student Actions	Your questions/reactions

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PRE-DEBRIEF

Use the space below (or chart paper) to sort through your evidence and write 1-2 excavating questions for the host teacher.

Evidence Sort: Look over your notes to find at least 3 examples of significant evidence. Then describe the possible positive impact this had on student learning.

Significant Evidence	Possible Positive Impact on Students

Excavating Questions: Write down 1 or 2 excavating questions for the host. These will help the host think deeply about what they know, how they do it, and why it works.

Excavating Question Stems

- *What exactly are you doing when you… ?*
- *What are you thinking about when you…? What's going on in your head?*
- *How else have you done this before? What made you change your approach?*
- *Why do you do that? Why does that work?*

DEBRIEF PROTOCOL

Today we're using an "excavating protocol" to guide our conversation with the host teacher.

FRAMING THE CONVERSATION *(5 min)*

- Goal of conversation: We are not here to copy the host's materials or moves. We want to talk about the invisible why and how decisions that motivate those choices.
- Purpose of the protocol: Helps us make sure conversation stays on track. If other questions come up, save them for after the protocol or for a follow-up email.

MICROANALYSIS OF TEACHING *(20-25 min)*

- Observers present significant evidence: What did you see that worked? How might that impact students?
- Each group shares one piece of significant evidence from their observation and asks one excavating question to the host teacher.

STUDENT IMPACT QUESTION *(5 min)*

Facilitator asks host to explain the impact on students.

- **Student Impact** question stems (facilitator picks one)**:**
  - *How do you know you have been successful?*
  - *What formal or informal assessments have you used to determine impact on students?*

ALTERNATE PERSPECTIVE QUESTION *(5 min)*

Facilitator asks host to bring other perspectives to the forefront and consider other contexts.

- **Alternate Perspective** question stems (facilitator picks one)**:**
  - *What would this mean for me as a novice teacher?*
  - *How could I bring these same ideas to my students?*
  - *If I wanted to get started with this, what would be helpful to know/do first?*
  - *What do you think would happen if... ?*

THEORY GENERATING QUESTION *(5 min)*

Facilitator asks host to synthesize and generate their "working theory" for this challenge.

- **Theory Generating** question stems (facilitator picks one)**:**
  - *What are the key ingredients that make this effective?*
  - *What does this do for your teaching? What does this do for students' learning?*
  - *Why does it work?*

CLOSING THE LOOP *(5-8 min)*

- Go to pg. 9 and use one of the sentence prompts to complete the sentence.
- First quiet write/reflection, then share aloud.
  Thank the host educator for their time (they are welcome to stay for the goal-setting or leave if they have to go).

GOAL SETTING & CLOSING *(10-15 min)*

- Brainstorm Goals (pg. 9).
- Virtual Session Information
- Add your reflections and goals to our exit ticket

REFLECTIONS & GOALS

Use this space to draft your goals and reflections. Then add them to our exit ticket (via phone or email).

CLOSING THE LOOP

How has your thinking changed as a result of today's session?

Some possible frames:

1. *I need to think about* _____ *because* _____.
2. *If educators* _____, *then students* _____.
3. *The key ingredients that make this practice effective are . . .*

IMMEDIATE TAKEAWAY

What's one thing you observed or discussed during this session that might benefit your students?

SET A GOAL

One instructional change I would like to make in my setting over the coming months is . . .

LINGERING QUESTIONS

Complete at the end of our session

EXIT TICKET

VIRTUAL SESSIONS

After today's peer observation, our work will continue with . . .

3 VIRTUAL SESSIONS

- Each session meets for 1 hour on Zoom.
- It's a chance to continue your learning, and collaborate with other educators.
- Complete the sessions and submit a final artifact to be eligible for ALC credit.

Session Dates:

- *Tuesday, March 21, 2022 5:00-6:00 pm*
- *Tuesday, April 4, 2022 5:00-6:00 pm*
- *Tuesday, April 25, 2022 5:00-6:00 pm*

ALC Requirements

- [x] Attend peer observation
- [x] Set goals at the end of the observation to bring something new back to their own classroom based on our shared topic/question
- [ ] Participate in 3 virtual sessions
- [ ] Submit 3 reflections on student growth in the classroom (with feedback from peers)
- [ ] Submit 1 final artifact (*template provided by Telescope Network*)

Grading

- Written assignments turned in via a shared Padlet & Google folder
- Students must demonstrate all course competencies to get 1 ALC.
- Rubric at bostonpublicschools.org/telescope
- More details and models/examples will be shared during virtual sessions

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