

Practice-based Learning Day

Date:

Location:

Time	Agenda					
25 mins	<p>Welcome/ Pre-Lesson Pre-brief (25 mins)</p> <ul style="list-style-type: none"> - Review today's lesson plan (and discuss changes made since the mock lesson) - Hear about today's students from the teacher of the lesson - Review seating map - Understand the points of observation: <ul style="list-style-type: none"> • Collect evidence of students learning in relation to the lesson/learning goals. • Collect evidence of how student thinking is made visible. <p>-Use the TTP Lesson Note-catcher document. <i>(you will need a hard copy)</i></p> <p>QUIET WRITE: What are you curious to learn more about during today's TTP lesson?</p> <p>-Review the observation protocol below:</p> <table border="1" data-bbox="316 963 1385 1402" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Guidelines for Observing today's TTP Lesson</th> </tr> </thead> <tbody> <tr> <td>1. Respect the classroom atmosphere. Silence phones, refrain from side conversations, and arrive on time and stay for the entire lesson.</td> </tr> <tr> <td>2. Do not help students or interfere with the natural flow of the lesson; for example, be careful not to block students' view when they need to see the board or the teacher.</td> </tr> <tr> <td>3. Collect evidence as requested. Evidence may include student work, verbatim record, body language or behaviors. Use neutral language and refrain from interpretations.</td> </tr> <tr> <td>4. Focusing on the same student (or pair of students/skills) over the entire lesson is likely to yield the best picture of whether and how the students developed understanding.</td> </tr> </tbody> </table> <p>-Transition to the classroom</p>	Guidelines for Observing today's TTP Lesson	1. Respect the classroom atmosphere. Silence phones, refrain from side conversations, and arrive on time and stay for the entire lesson.	2. Do not help students or interfere with the natural flow of the lesson; for example, be careful not to block students' view when they need to see the board or the teacher.	3. Collect evidence as requested. Evidence may include student work, verbatim record, body language or behaviors. Use neutral language and refrain from interpretations.	4. Focusing on the same student (or pair of students/skills) over the entire lesson is likely to yield the best picture of whether and how the students developed understanding.
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1 hour	<p>Observe lesson (1 hour)</p>					
	<p>BREAK</p>					
50 mins	<p>Post-Lesson Discussion</p> <p>INDIVIDUAL REFLECTION (10 mins) Review your notes from the lesson observation and jot down (back page of the notecatcher) evidence of student learning in relation to the lesson/learning goals and evidence of how student thinking was made visible.</p>					

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	<p>We recommend having artifacts from the lesson available, for example, student notebooks as well as projecting a photograph of the boardwork by the end of the lesson.</p> <p>SMALL GROUPS (each group has a poster to record a summary of their discussion) (20 mins) In groups observers share evidence of student learning, specifically what students were able to do or say. Evidence may include student work, verbatim record, board work, etc. Focus on the points of observation and discuss how students did or didn't meet the learning goals of the lesson.</p> <p>(10 mins) Surface critical questions. These are important questions that will foster deep reflection and analysis to inform future practice. They might be questions connected to student learning, the mathematics, or the instructional design of the lesson (see examples of critical questions).</p> <p>(5 mins) Add critical questions to your group's poster.</p>
	BREAK
30 mins	<p>Post-Lesson Discussion</p> <p>WHOLE GROUP</p> <p>(10 mins) Presenting teacher and coach share their reflections on the lesson as it relates to student learning, surprises and/or difficulties encountered; anything that was learned in conducting the lesson.</p> <p>(20 mins) Critical Questions: Everyone discusses the critical questions, contributing evidence from this lesson and/or their own practice and prior experiences.</p>
30 mins	<p>Invite a local university professor or coach to provide final comments</p> <p>(For more information on the role of the final commentator https://lessonresearch.net/course/final-commentator/understanding-the-role/)</p>
	BREAK
1 hour 15 mins	<p>TTP Deeper Dive</p> <p>Based on the reflections from the post-lesson discussion, teachers meet in small groups to mock-up a board plan drawing on the actual student work and gaps identified in the lesson design or teaching moves. Reworking the board in this way affords teachers the opportunity to revisit each phase of the lesson—the problem, key concepts, selection and sequencing of student solution strategies and math representations, teacher questioning, and what students ultimately learned. This process allows you to apply what you learned while it is still fresh.</p>

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	Each group presents their board plan to the rest of the participants, providing reasons for their decisions.
10 mins	Appreciations/ Final Wave Share one of the following: <ul style="list-style-type: none">• a new learning or reminder, an appreciation, or an action step you will take.