

Co-Noticing Student Participation Protocol 2

Introduction

This protocol is designed to support teachers in co-learning about equity-oriented math instruction through a set of routines. These routines are designed to engage teachers in *co-noticing* (that is, noticing together) students' mathematical contributions and assets in order to collaboratively make instructional decisions during instruction. This protocol is a work in progress and will be subject to revisions based on the feedback of teachers, so we eagerly look forward to hearing about your perspectives and experiences working through the routines in this document!

Given the diverse experiences we all bring to professional learning, it seems important to begin with a set of principles to guide the use of this tool. Please read the norms below. Then, circle or star the principles that feel particularly important to you.

Guiding Principles for this protocol:

1. *All* learners (teachers and students) regardless of experience have perspectives, strengths, knowledge and skills. Knowing this we work to:
 - a. Assume we can learn from one another
 - b. Approach the perspectives students and colleagues offer with curiosity
 - c. Avoid deficit oriented language and assumptions when talking about students or ourselves
2. This tool is designed to support joint inquiry and co-learning and *not* an evaluation of teaching practice. As such we ask teachers using this tool to:
 - a. Raise authentic questions and uncertainties about teaching and learning
 - b. Offer evidence-based observations in service of grappling with questions about teaching and learning
 - c. Respect and lean into the vulnerability required when one shares their teaching and thinking with others
3. We recognize the existence of systemic inequities in education that result in power imbalances between individuals and groups of people, privileging some and inhibiting the participation of others.
 - a. Think about learners as unique individuals who participate in learning communities which operate within broader social contexts
 - b. Elicit other people's perspectives in order to form a comprehensive picture of how and why people participate in various ways and how learning outcomes are impacted
 - c. Consider how the interactional environment may or may not support various forms of participation by an individual. Avoid blaming the individual if a person is not participating in the ways we intend.

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Purpose of this Protocol

The purpose of this protocol is to support teachers in co-learning about equitable mathematics instruction through opportunities to share their noticings and collaboratively make instructional decisions. The protocol below walks you through this process and offers prompts/ideas to support your conversation.

This protocol is intended to help you focus on the goal of recognizing, understanding, and disrupting inequitable patterns of student participation, more specifically to develop ways of viewing students in an assets-based way. This protocol builds on the work you did last term to identify the opportunities that you currently provide for your students to participate and engage in class/lessons as well as how the classroom norms and power/status hierarchies present in your classrooms shape and influence your students' participation. While using this protocol, you and your partner should explore such questions as “*Who in the classroom is not talking or expressing ideas? Why might that be?*”, “*What strengths does each student have? What opportunities in the classroom does each student have to demonstrate their strengths?*”, “*How does a student's status and math identity influence their participation and engagement in the class?*”, “*Who has opportunities to build a positive math identity and who does not?*”, and “*How might we create more equitable opportunities for engaging specific students deeply in the content?*”

Part 1: Planning to Co-Notice

High level summary of the lesson (5 min): “Lead teacher” (whoever is teaching the lesson) gives a quick summary of the lesson and the lesson's goals.

Select 3 focal students and key moments to confer with each student during the lesson (10 mins): Together, identify focal students whose participation you would like to support in new and different ways (including 1 or 2 students whose participation and engagement you struggle to describe in an asset-based way) and describe the ways in which you would ideally like each focal student to participate. Keeping in mind your goals for each focal student's participation, identify one moment during the lesson to confer with each student and what you might want to find out about each students' knowledge, skills, experiences, and perspectives during these moments. Decide if/when you want to confer with the same students at the same time (lead teacher and co-learner stand together, side-by-side) and when the co-learner will confer with a student alone (lead teacher does not confer with the student).

Decide when/how you'll check in with one another during the lesson (3 mins): Together, anticipate two times during the lesson when you think it will be useful to discuss what you are noticing and collaborate about what to do next, in particular how to leverage the focal students' work and contributions during the lesson. This might look like pausing while teaching to ask a colleague for ideas, or a quick huddle during small group/partner work.

Decide what you will tell the class about conferring with select students (2 mins): Together, plan how you will explain to the class why you are conferring with a few students during the lesson.

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Part 2: Co-Noticing and Checking in *during* the lesson

Use the space below to record information you learn about each focal student related to their knowledge and skills as well as their experiences and perspectives that shape their participation and engagement in the lesson/your class. Focus on what they *are* saying and doing rather than what they are not saying and doing.

Sample Questions to Guide Your Noticing

- What knowledge, skills, perspectives and experiences does each focal student have? How are they expressing their knowledge, skills, perspectives and experiences during the lesson?
- What do you notice about the opportunities that each focal student has to demonstrate their strengths during whole class and/or small-group discussions?
- What status does each focal student have in the class? Why is this? How does the student's status influence their participation and engagement in the class?
- What is each focal student's mathematical identity? Why is this? How does the student's identity influence their participation and engagement in the class?
- OR, write your own!

Check in with your colleague at the moments you planned (as students are working or talking together) and share something you noticed related to your goal for today.

- *Something interesting I saw...*
- *Something confusing I saw...*
- *An idea I have...*
- *A question I have...*
- *What do you think we should/could do next?*

Then, work together to think about how you might proceed in the lesson given what you've noticed about each focal student.

Part 3: Co-Debriefing

After the lesson, revisit the goal of recognizing, understanding, and disrupting inequitable patterns of student participation. Share some reflections about your noticings with your colleague.

- *What did you/your partner notice that surprised you?*
- *What else did you notice that you would like to share?*

Identify a particular moment when you responded to what you noticed.

Think together about a time when you and your partner made a decision about what to do next with students.

- *How did it go?*
- *What might we try differently next time?*
- *How did your decision relate to your focus on developing new ways of supporting the (focal) students' engagement and participation?*

Summarize learning and plan for future co-learning

- *What new ideas, understandings or questions do you have related to your focus today?*
- *What stands out to you as most important about today?*
- *What questions do you have now related to patterns of student participation in your classroom?*

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