

Goals Setting

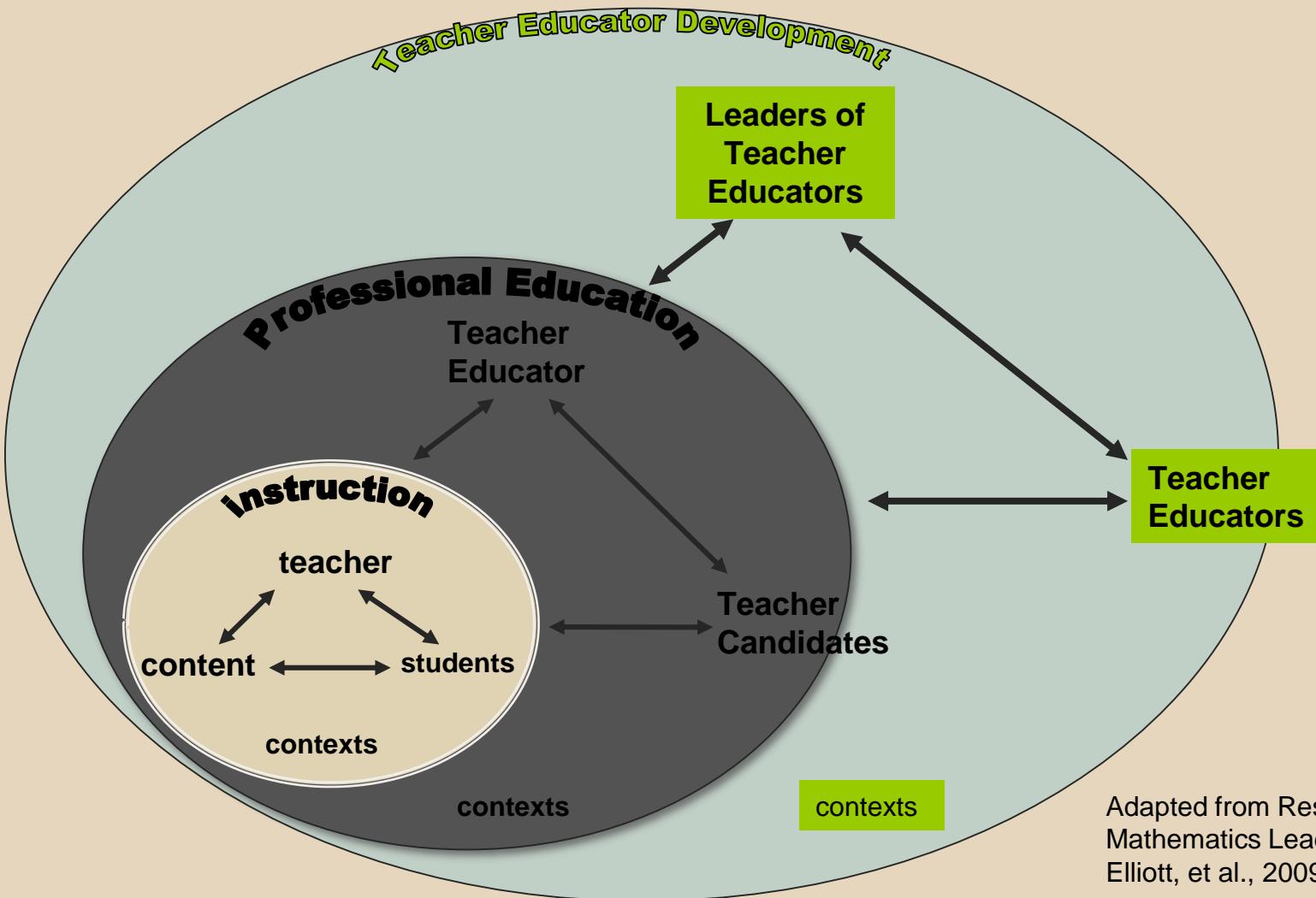
Team Time - 20minutes

1. Read through the institute goals in your group.
2. Work as a team to solidify one or two team goals

Connecting Descriptive Evidence to Instruction

Learning Target Focus

- Observe and discuss research-based, high-leverage teaching practices common across content areas as well as those that are unique to a discipline.
- Discuss appropriate differentiation strategies for high-leverage practices to meet diverse learning needs.



Adapted from Researching
Mathematics Leader Learning,
Elliott, et al., 2009

Unpacking Practice

Why describe practice?

- Provides opportunities to specify different levels (grain size)
- Unpacks how practice is enacted
- Allows for developing common vision of quality instruction

Example of Descriptive Language

Mixture of Evaluative and Vague Description

1. T. asked good questions
2. T. moved around the room

Descriptive language using agreed upon terms

1. T *elicited* Ss₁ solution to table
2. T. *monitored* Ss solution sharing in pairs

Lesson Activity Structures

Routines

Practices

Moves

High Leverage Practices

1. Teaching toward a clear learning goal
 2. Representing student thinking verbally and visually
 3. Constructing and organizing public records
 4. Eliciting and responding to student contributions
 5. Orienting students to one another and the discipline
- 7. Positioning students as competent**

(adapted from Kazemi, Franke, Lampert, 2009; Lampert et al., 2013)

Using a Video to Develop Description

- **Insidemathematics - Carlos Cabana**
- **High School Alg. 1 Sheltered class for newcomers**

<http://www.insidemathematics.org/index.php/classroom-video-visits/public-lessons-graphing-quadratics>

Descriptive Evidence

- Watch the Graphing Quadratics video.
- Record what the teacher is doing on separate sticky notes.
- Sort the sticky notes into the following groups: lesson activity structures, routines, practices, or moves.

Share and Compare Protocol

In groups of two or three:

LISTEN	A. Partner A explains her/his ideas while the other partner(s) silently listen to understand Partner #A's thinking. B. When the teacher announces, " <i>Finish your thought and switch roles,</i> " repeat step A for Partner B. The teacher sets the timing according to the complexity of the question/task and student backgrounds. C. (for triads and quads) Repeat until all partners have reported.
& COMPARE	A. Partners take turns sharing their opinion about the similarities and differences between their thinking.

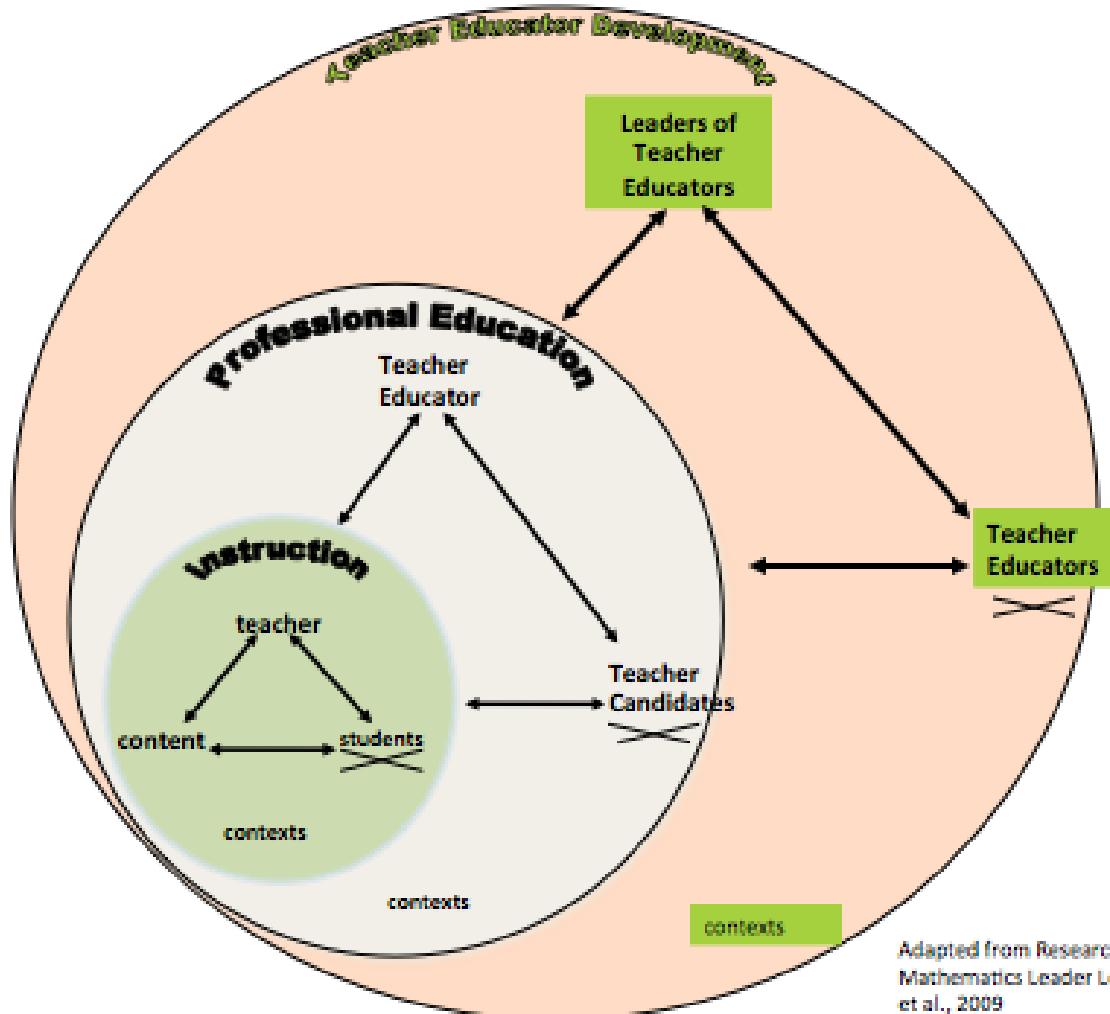
Reflections

- How are you making sense of what high-leverage practices means?
- How will this inform your observation of the activities with the middle school students?

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- How will this inform your observation of the activities with the middle school students?

What is one take away from the small group discussion?