

Observer Response Report

Observer as Learner

The primary “learner” in this protocol is the observer. The observer’s only purpose is to learn how to improve his or her own practice.

Pre-Observation

Set up a time that you can observe a ten minute Number Talk

Debriefing (optional)

The observer often asks the observed questions that might help him or her better understand the choices made by the observed. The observer often shares an insight or other learning that occurred as a result of the observation, and thanks the observed teacher for sharing her practice.

Note

Given the potential feeling of vulnerability on the part of the observed in any situation, it’s important that the observer try to ask questions during the debriefing or respond in the blog in a way that does not put the observed on the defensive.

Report Observation:

1. How was the environment safe and accepting for all kinds of learners?

Explain what you noticed.

Ms. French always speaks calmly and clearly to the students. There are many resources displayed in our classroom to support all students. Students also receive manipulatives to assist them.

2. How was the Protocol used during the number talk? Explain what you noticed.

Ms. French started off explaining the Rules for Number Talk- the students raised their hands to reciprocate what Ms. French said and began reading rules.

Ms. French let students work in groups and gave students time to solve the problems. Once each group had their answers, they gave a quiet “thumbs up” signal, the group that was ready and had their hands up had the opportunity to answer the question.

3. What did you notice about the teacher as a “facilitator, questioner, listener, and learner”?

Ms. French rephrased student responses. She asked a follow-up question to each answer, promoting clarification and more use of language. She is always positive and accepted all answers, and allowed each student/group to share their method of solving the problem. She even gave students the opportunity to come

up to the bored to explain to the classroom.

4. How did you see mental math to increase efficiency and knowledge of number relationships?

There was no writing involved. It was so great to see the students work out the problem and explain their thinking. Number Talks help the students to see there are multiple ways to solve a math problem. The students could clearly “see” the relationships within a ten frame.

Teacher Response Report

Self Observation

“Self-Observation” also addresses the fact that often the most interesting lessons, the ones that seem to have so much potential for learning, just happen, and can be just a brief but important time of your day.

Observation

We are all observing all of the time. Usually most of what we observe is placed in short-term memory and is soon lost to us. Telling the story of our observations both helps us retain the memories and gives us a chance to make sense of what we have seen.

Debriefing

You will use the ‘BLOG’ as your ‘DEBRIEFER’. As the debriefer (entire school community) is not present at the event, the debriefing needs to start with the story. These questions are designed to help deepen the your understanding of your practice. You may want to audio tape/video your ten-minute lesson. You may ask for a note-taker (someone who just takes notes and gives them to you at the end). You may want to try several Number Talks before you submit your reflection.

Tell the story. You may want to start out with: Why did I choose the specific computation problem?

1. How did you set the environment up to be safe and accepting for all kinds of learners? Explain what you noticed. What moves might you keep and tweak?

2. How did you use the Protocol during the number talk? What worked? What

Modified from: National School Reform. <http://www.schoolreforminitiative.org/protocols/>

small changes might you make? What questions still linger?

3. What did you notice about how you played the role of “facilitator, questioner, listener, and learner”? What reflections can you share?

4. How did you see mental math to increase efficiency and knowledge of number relationships? What appeared to work for some students? How might you change it to support more learners?