What’s a Learning Lab?

It is professional development!

Middle school math teachers participate in live, in-depth learning experiences to advance their instructional practices. Teachers will come away with actionable insights and skills to implement in their classrooms to advance teaching and learning.

Learning Labs are guided classroom visits with focused look-fors and reflection questions.

<table>
<thead>
<tr>
<th>K-12 Mathematics Look Fours:</th>
<th>Curriculum Implementation:</th>
<th>Literacy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus and Coherence</td>
<td>• Lesson Delivery</td>
<td>• Facilitating Math Task</td>
</tr>
<tr>
<td>• Reasoning and Sensemaking</td>
<td>• Small Group Instruction</td>
<td>• Literacy Mat Strategies</td>
</tr>
<tr>
<td>• Learning Environment</td>
<td>• Data-Driven Practice Day</td>
<td>• Reasoning and Modeling</td>
</tr>
<tr>
<td>• Formative Assessment</td>
<td>• Use of Supplemental Resources</td>
<td>• Academic Language</td>
</tr>
</tbody>
</table>

Learning Labs are led by a numeracy coach, who serves as the classroom teacher.

<table>
<thead>
<tr>
<th>Coach Robinson, NBCT &amp; Doctoral Candidate</th>
<th>Coach Hubbard, NBCT Candidate &amp; Doctoral Candidate</th>
<th>Coach Mbayu, NBCT &amp; Doctoral Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 6</td>
<td>Math 7</td>
<td>Math 8</td>
</tr>
<tr>
<td>Drew Freeman Middle School</td>
<td>Walker Mill Middle School</td>
<td>Sonia Sotomayor Middle School</td>
</tr>
</tbody>
</table>

Learning Labs consists of a pre-brief, a classroom visit, a post-brief, and follow-up.

**PRE-BRIEF**
- Gives focus
- Provides background information
- Establishes expectations
- Develops community

**OBSERVATION**
- Allows observation of math strategies in context
- Allows participants to observe colleagues with the same student population facilitating transfer
- Allows for focused observations of students engaged in learning

**POST-BRIEF**
- "Weaves" pieces of the learning process together
- Allows for collegial conversations
- Provides valuable feedback to host teacher
- Facilitates professional reflection

**FOLLOW-UP**
- On-site with Math leadership support
- Instructional Planning Support
- Instructional Coaching Session

PGCPS Middle School Mathematics: For use in the MS Math Learning Lab
# Learning Lab Visitation Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1    | Initiate | The Principal or Assistant Principal completes the request form and identifies the focus area.  
      |          | The facilitator, Dr. Beyunka Scates, communicates with the school administration to secure a visitation date for the teacher.  
      |          | Participation in the Learning Lab can occur on Tuesdays, Wednesdays or Thursdays.  
      |          | The administrator is welcome to accompany the teacher. |
| 2    | Pre-Brief| Via Zoom or teleconferencing:  
      |          | The host teacher introduces the participants to the focus question in order to help the visiting teacher understand both the teaching and student learning.  
      |          | The host teacher gives background and context for the work.  
      |          | The facilitator discusses norms for the classroom visit and reviews the learning lab form.  
      |          | The host teacher and facilitator recap the look fors. Participants write in the look-fors on their learning lab form.  
      |          | The facilitator invites participants to ask the host teacher clarifying questions. |
| 3    | Classroom Visit | The visitors observe the delivery of instruction during the classroom visit.  
      |          | While observing, the participants take notes that are specific to the focus questions and look-fors.  
      |          | The learning lab participants are provided a copy of the learning lab protocol with the norms, look-fors, and focus questions along with space to record observations.  
      |          | A clipboard and writing tool are provided if needed. |
| 4    | Post-Brief | This is one of the most important components of the learning lab.  
      |          | The group debriefs in the following rounds. Throughout each round, the facilitator ensures that the responses are specific and objective and do not include feedback or suggestions.  
      |          | Each round is done as a “whip-around” so that the discussion moves orderly from one person to the next.  
      |          | Participants may pass when it is their turn to speak. |
| 5    | Follow-up | To ensure a shift in teaching practice, the school-based math leadership will:  
      |          | schedule a debriefing meeting to discuss the observations and provide feedback on the observed teaching practices,  
      |          | offer resources or professional development opportunities to help the teacher continue to grow and develop in their practice, and  
      |          | monitor teacher practice through checkups, informal observations, and reflections. |