Learning Labs Norms

● Maintain a positive attitude and respect for lab host.
● Avoid being a distraction in the classroom.
● No talking to students or other teachers during the observation. Please save conversations for the post-brief.
● Maintain silence and do not take it upon yourself to teach students.
● Stay close to the action so you can see and hear what students are doing as learners related to your focus.
● Record detailed notes that are aligned with the focus questions and look fors to use during the post-brief session.
Reminders to Learning Lab Participants

● During a learning lab, you are only going to get a snapshot of teachers and students in action.

● The goal is focusing on what you observe during a specific interval of time. All notes and reflections are confidential.

● Please record evidence and facts only based on your learning lab focus, excluding opinions.
Post-Brief Rounds

**Round One:**
**Student Evidence**

**Discussion Prompt:**
- What specific evidence did you see/hear regarding the focus question and look fors?

**Conversation Stems:**
- “I saw . . . ”
- “I heard ...”

**Round Two:**
**Implications**

**Discussion Prompts:**
- Based on your observations, what are the broader implications for all students and instruction in general (not just in this classroom)?
- What does this mean for your teaching and learning?

**Conversation Stems:**
- “Based on _____, I think _____”
- “Because I saw _____, I wonder if _____”

**Round Three:**
**Response from the Host Teacher**

**Discussion Prompts:**
- The host teacher responds by thinking aloud about what was shared.
- How has the host teacher's thinking changed?
- What is a future goal for instruction?
- How will student learning be assessed?

**Conversation Stems:**
- “I feel...”
- “From what I heard, I’m thinking...”
- “My next step would be...”
- “Student learning will be assessed by...”

**Round Four:**
**Next Steps**

**Discussion Prompts:**
- In a whip-around, each participant states a next step for his or her own work that arose from the observation.
- The facilitator takes notes for future follow-up and coaching.
- Next steps, takeaways, new learning, aha moments that will influence your teaching within your own classroom.

**Conversation Stems:**
- “A goal I could set for myself is . . .”
- “One or two aspects from the observation that I could use in my instruction are . . .”
- “I realized my students . . .”
- “I would like to try . . .”
- “I need help with . . .”

PGCPS Middle School Mathematics: Adapted from Instructional Coaches Corner for use in the MS Math Learning Lab
MS Math Team

Dr. Michelle Dyson
Supervisor

Dr. Beyunka Scates
Instructional Specialist

Mrs. Miya Windom
Resource Teacher

Coach Belleange Mbayu

Coach Marsha Hubbard

Coach Justin Robinson

Coach Kevin Seay

OHSDC.MSMATH@PGCPS.ORG