

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 for 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 . . ."

MS Math Team



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Greetings



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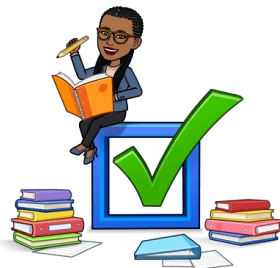


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