Ch. 6
Learning to Look
STRUCTURING TEACHERS OBSERVATIONS TO IMPROVE INSTRUCTION
Keeping teachers active during Modeling

- How do we keep modeling in the classroom from becoming an extra break time for the teacher?

- How do we create accountability so that the teacher gains from the lesson?

- How do we ensure that both teacher and coach focus on best practices for teaching and learning?

- Lesson Observation Form (PAGE 68)
Pre-modeling Conference

- 2-3 days prior to the modeled lesson
- During meeting:
  - Where lesson falls in the unit
  - What learning builds up to the lesson
  - Prior knowledge of the students

- Prior to the first lesson only, go over the blank lesson observation form and explain that teachers will complete while coach is modeling the lesson and that we will review afterwards.

- Discuss the 1st two sections: Focus on Teaching/Focus on Learning
LESSON OBSERVATION FORM

Observer ____________________________ Teacher ____________________________ Date __________

Focus on Teaching
BRIDGE/PRE-ASSESS FOR READINESS
Upon what prior knowledge will students build for the day’s learning?

GOAL-SETTING/INTRODUCTION
How will students learn what they must know and be able to do?

LESSON BODY
What performance tasks, experiences, discussions, and other activities will enable students to deeply understand the essential content?

CLOSURE/PREVIEW (HOW WILL WE USE WHAT WE LEARNED TODAY IN THE FUTURE?)
What did students learn? How does it fit into the big picture? How will they build upon this knowledge in the future?

Focus on Learning
EVIDENCE OF STUDENT LEARNING
What did you observe about students’ performance during an activity? Their discourse? Their written work?

EVIDENCE OF STUDENT ENGAGEMENT
How did students interact with the content? Did they work cooperatively in a group or partner setting? Did they respond to every pupil response question? Did they accept responsibility for their learning?

EVIDENCE OF DIFFERENTIATION
Were open-ended tasks, questions, experiences, performances, and/or problem formulation included in the lesson?

Next Steps
What would I like to try in my class based on the lesson?
Focus on Teaching

- Pre-assessment or warm-up
- Goal setting introduction (clarifying learning criteria)
- Lesson body (meat)
- Close/preview

Essential to ensure that lesson connects to instructional unit and will be appropriate for students.

Also shows the importance of having teachers ACTIVELY observe during the model lesson so they can incorporate new learning into their practice.
Focus on Student Learning

Focus in 3 places
- **First**, specifically observe my techniques for ongoing informal assessment that gives evidence of student learning.
- Purpose for teachers to recognize that as I observe and listen to students I am constantly assessing.
- **Second**, teacher observes level of student engagement and evidence of student engagement
- Students are typically more engaged when learning is challenging and not too hard or too easy.
- **Third**, note that the lesson is differentiated (and not by everyone getting a different worksheet!)
Modeling the Lesson

- Teachers have a blank copy of the lesson observation guide form that they complete while coach is modeling the lesson.

- Teachers are encouraged to address all areas of the Focus on Teaching and Focus on Learning sections.

- Coach intentionally plans for an easily identifiable example in each part of the form.
Post-modeling Conference

- Meet within 24 hours if possible
- Let teacher discuss any written comments that are listed on form, or places where there are no comments.
- Coach should call attention to final question “What would I like to try in my class based on what I saw?”
Follow-up

- Consult with teacher on how to move forward (more modeling, co-teaching)
- If request is more modeling: 2-3 lessons before moving to team teaching approach
  - Plan lesson together, each person takes 2 parts of the form to complete
  - Ex. Coach may do opener/goal setting while teacher completes form and then switch
  - Both write observations for the “learning” section

- After team teaching, both share what was seen during each part and discuss observations of the students.
Variations

Could use as part of lesson study:
- Entire team/PLC would discuss
  - The lesson
  - Goals
  - Look fors
  - Evidence of student understanding
  - Follow up activities
- Entire grade level would observe coach teach the lesson while completing form
- After lesson, reconvene and critically review the lesson, using teacher comments on the forms. Teachers use that info to teach the lesson on the next day
Open-Middledled vs. Open Ended
What makes an open-ended problem?
- Multiple ways to solve
- More than one answer

Math problems vs. Ms. Pacman
Both have a beginning middle and end
Those B, M, and ends can be open or closed...

Ms. Pacman always starts the same way (facing left toward the bottom): Closed
It also ends the same way...eaten by a ghost, or eat all dots: Closed

That leaves the middle opened.
Open Ended vs. Closed Ended

- Do Hybrid Cars pay for themselves?
  - http://robertkaplinsky.com/work/hybrid-cars/

- How much does a 100x100 In-N-Out cheeseburger cost?
  - http://robertkaplinsky.com/work/in-n-out-100-x-100/
Based on the intro from Dan Meyer about problems having an Open middle

Arranged by Grade level and by standard, or you can browse by DOK level (2/3)

Open middle problems often require a higher DOK level than procedural/conceptual thinking
SOLVING ONE-STEP EQUATIONS 2

Directions: Use the numbers 1 through 9, at most one time each, to make a true equation where \( x \) has the largest possible value.

\[
\square + x = \square
\]

\[
x = \square
\]

First attempt:

Second attempt:

What did you learn from this attempt? How will your strategy change on your next attempt?

Points: ____/2 attempt ____/2 explanation

Third attempt:

What did you learn from this attempt? How will your strategy change on your next attempt?

Points: ____/2 attempt ____/2 explanation
SOLVING ONE-STEP EQUATIONS 2

Directions: Use the numbers 1 through 9, at most one time each, to make a true equation where $x$ has the largest possible value.

$\square \ + \ x = \square \square$

$x = \square \square$

How do the constants’ values affect the variable’s value?
What number has to have the highest value?
What number has to have the lowest value?

Answer

The largest value of $x$ is 85 when $12 + x = 97$
How I Can Help You

Real World Problems
My workshops help teachers implement problem-based lessons by helping them experience them from both student and teacher perspective, leading to increase students' success with performance tasks and the Common Core State Standards.

Depth of Knowledge
Problems at higher depth of knowledge levels have the potential to challenge the most gifted students yet remain accessible to struggling students. I can help teachers develop best practices for implementing them so that students persevere longer towards finding the solution.

Lesson Study
Lesson study allows teachers to reflect on student learning by working together to identify a student learning goal, creating a lesson that addresses that learning goal, implementing the lesson, debriefing and modifying the lesson, and repeating the lesson to see the modifications' effects.

What People Are Saying

Robert successfully convinced the room of teachers and leaders that problem-based learning was not only engaging for students, but an essential piece of math learning. He changed the mindset of many from focusing all classroom time on procedural fluency, to providing a balance of procedural fluency, conceptual understand, and critical thinking in mathematics.

During our training three teachers in separate conversations shared, “This is the best professional development I have ever attended.” And many more shared similar sentiments after the training day.

Webster Groves School District
Webster Groves, MO

Want to read more? Check out my letters of reference.
http://robertkaplinsky.com/

Social Media
- Facebook: Robert Kaplinsky
- Twitter: @robertkaplinsky @openmiddle
- #observeme

Other cool people that Rob endorses 😊
- https://gfletchy.com/ (Largely elementary based, great progression videos!)
- http://www.estimation180.com/clothesline.html Grades 4-8 mainly