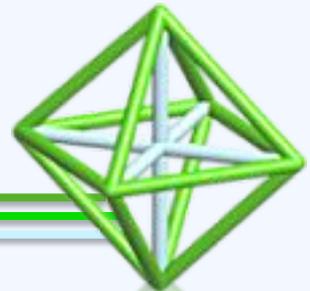
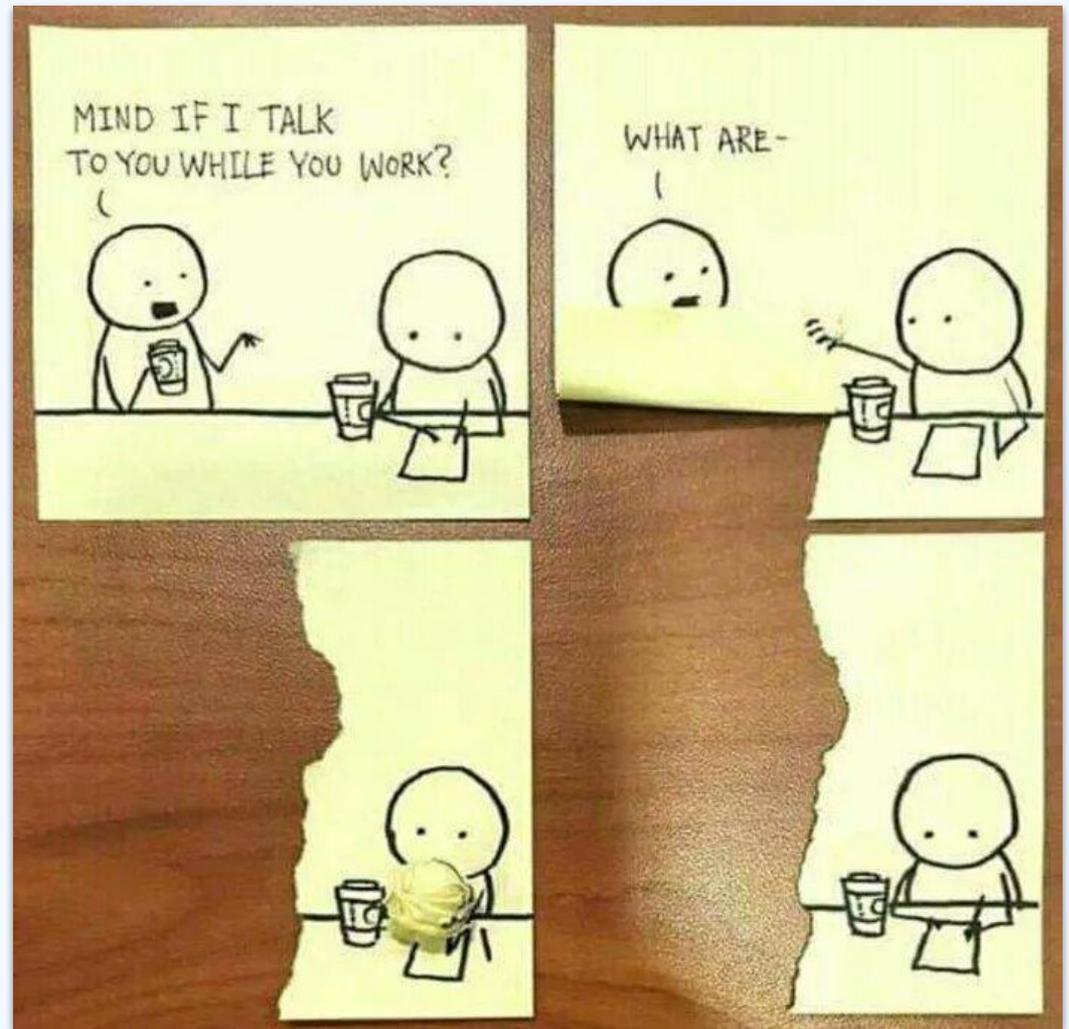


Reflecting on Practice

Week 1, Day 3
2019



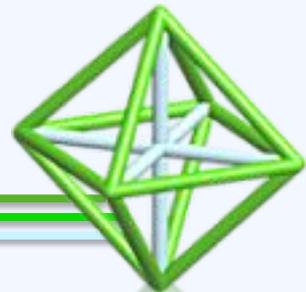
Artifacts of Student Thinking

The top 10 pieces of evidence are on chart paper around the room.

Take one post-it. Write on the post-it one idea for using a particular artifact of student thinking.

Blue/Purple - Mostly benefits students

Yellow - Mostly benefits teacher



Artifacts of Student Thinking

Example: Test grade in a gradebook

Yellow (Mostly benefits teacher)

- Quantifies student's understanding

Test Grade in Gradebook

Quantifies
student's
understanding



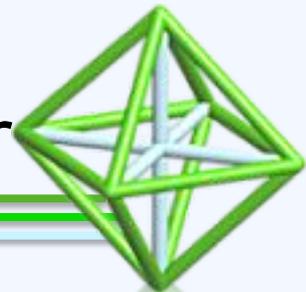
Pieces of Evidence

- Exit Tickets/Slips
- Homework
- Quizzes
- Projects
- Tests
- Discussions
- Warm Up/Do Now
- Work on Whiteboard
- Classwork

Take one post-it.
Write on the post-it
one idea for using a
particular artifact of
student thinking.

Blue/Purple - Mostly
benefits students

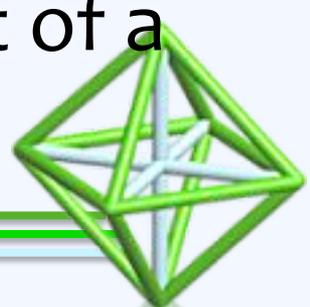
Yellow - Mostly
benefits teacher



Digging into Leveraging Artifacts of Student Thinking

Ways to better maximize value of artifacts to benefit teachers in collaborating with colleagues and for us as individuals.

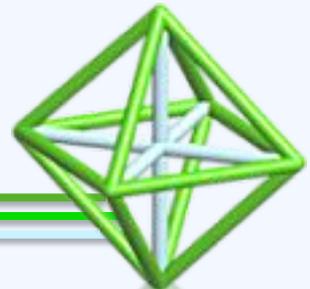
Ways to better maximize value of artifacts to benefit students as individuals and as part of a community of learners.



Student work...

What could your colleague **notice** about a collection of your students' work on a task?

What could your colleague **wonder** about a collection of your students' work on a task?



Student work...

- What could your colleague **notice** about a collection of your students' work on a task?
- What could your colleague **wonder** about a collection of your students' work on a task?

Make a 2-column chart with your noticing & wondering. Spend 3 minutes on your own.



Sharing

- What could your colleague **notice** about a collection of your students' work on a task?
- What could your colleague **wonder** about a collection of your students' work on a task?

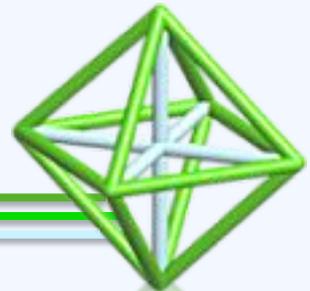
Share around your table.

One by one, share 1 Notice and 1 Wonder -- but no comments until you've gone completely around the table.



Take a Stand!

Take out the parcel of student work in your folder and spread out on the table.

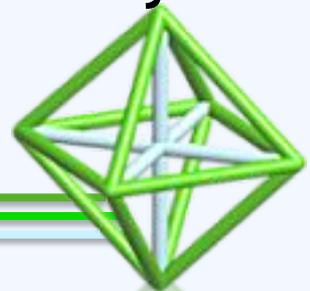


Think for yourself

Take some time to go through the student work.

What is the solution that prompts your curiosity the most?

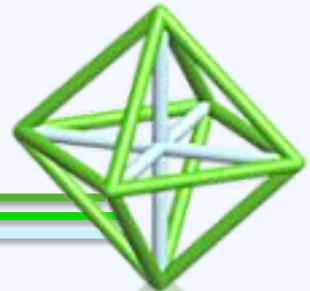
Think to yourself. Be prepared to explain why!
Feel free to write on the solutions (they're copies).



Pair up with a tablemate
and share!

*What was the solution that prompted your
curiosity the most?*

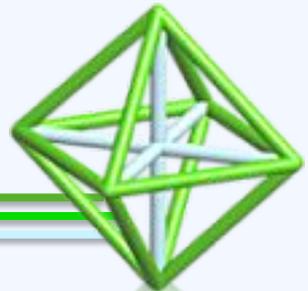
Now... explain why!



At your table...

How is the process of looking at student artifacts together a professional learning experience for educators?

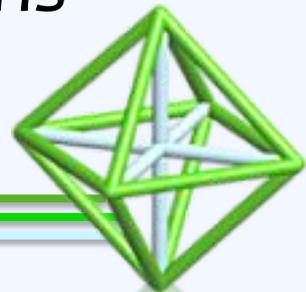
Use as evidence this and other experiences you may have had previously.



Lenses

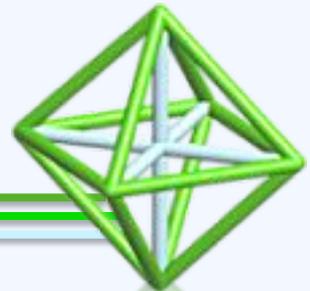
We used a lens of “curiosity” to talk about the solutions.

What other lenses could you use at your table to look at student work? *Call on your experiences when you saw student work with other teachers -- or -- what would a new lens that you haven't seen used?*



Researched Lenses

In your folder there is a summary of some research based protocols -- take a read through to see the similarities & differences.

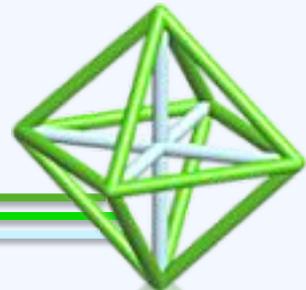


Journal

*What aspects of today's **sharing artifacts with colleagues** could you bring home?*

Are you already collaborating like this?

How can you strengthen it?



Name Tent Feedback Question

On the back of your name tent, respond to this statement for Day 3:

Describe a memorable moment from your own math learning experience

