

Classroom Learning Labs

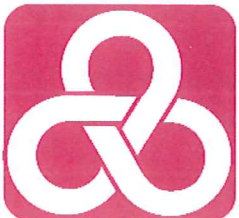
The Classroom Learning Lab provides the opportunity for teachers to experience in-depth, professional growth within a collaborative learning community.

"I love watching other teachers teach. I reflect on how I teach and how or what I can change."

"It's 'REAL TEACHING', not just a theory or the latest and greatest from a text book. It's teaching in practice and learning from one another in a safe environment."



"It's great to watch teaching and learning; the total process was valuable. It helped to understand what the purpose of the lesson was and see how successfully it went."



Classroom Learning Lab Facilitator Training

Presenters: Char Firlik, Ann Hyde, Nelli Koster, and Mary Stearns

Notes

Classroom Learning Lab Norms for Facilitator, Host Teacher and Guests

Facilitator(s) Norms (Co-Facilitating has benefits)

The **Facilitator's role** is to support the host teacher in sharing during this experience and to engage teachers in thoughtful/reflective discussion about their practice.

- Coaching Conversation with host teacher prior to Classroom Learning Lab
- Understand "target" best practices and school improvement goals for building/district
- Explain the process and the time allowed for the Classroom Learning Lab Experience
- Ask meditative invitational questions (plurals, tentative language, open-ended, positive presuppositions)
- Pause/paraphrase to honor all perspectives of each participant
- Move conversation from the surface noticings to deeper thinking
- Connect conversations to professional development learning
- Seek sharing from all participants
- Model the behavior of a good listener /observer
- Encourage reflection and application

Host Teacher Norms

The **Host Teacher's role** is to teach a lesson that exemplifies the target best practices and identified school improvement goals.

- Has a prep/planning/coaching conversation with the Classroom Learning Lab facilitator
- Prepares the students so that they have knowledge of the upcoming observation and that the adults are there to grow their own teaching skills
- Defines the focus lesson for guests
- Provides a brief overview of lesson and personal goals for growth
- Identifies the evidence to be noticed
- Makes note of any "special" needs of students
- Defines guest expectations. "I would like you to..."

Guest Norms

The **Guest Teacher's role** is to be an open learner, recording observations and sharing his/her thinking and learning during the debrief.

- Respect the time frame: be on time to pre-brief, classroom lab and debrief.
- Choose a focus for the lab to be responsible to share during the debrief.
- NO sidebars in the classroom, unless specified by the host teacher.
- Ask permission to interact with students. Questions you might ask: What are you learning? What are you working on as a writer/scientist/mathematician?
- Limit movement around the room.
- Be aware of physical limitations of the room, students, ...
- Stay relevant and positive

Classroom Learning Lab Process / Protocols

Classroom Learning Lab Goal

GOAL - The Classroom Learning Lab provides the opportunity for teachers to experience in-depth, professional growth within a collaborative learning community.

Coaching/Planning Conversation Prior to Classroom Learning Lab (30 - 45 minutes)

- The Classroom Learning Lab Facilitator arranges for a prep/planning/coaching conversation prior to the lab day.
- The Learning Lab Facilitator helps the host teacher focus the lesson that exemplifies target best practices and identified school improvement goals

Pre-Observation Conversation - Pre-brief (Note-taking sheets) (about 30 minutes)

- Welcome - Facilitator
- Host Teacher shares his/her intentions for teaching the lesson, student learning and also the pre-observation work that students may have had. (10 - 15 minutes)
- Guest teachers select individual focus intentions for the CLL Observation - share with large group and host teacher.
- Host teacher leaves to prepare students for the day
- Guests review observation and note-taking format.
- Norms - Review and set an intention for your self - share with partner.
- Silence cell phones and move to classroom

Observation (45 - 60 minutes)

- Try to stand off to side or back of room. Be prepared to shift quietly as needed.
- Share a rotation of 3 people moving about the classroom to capture student evidence.
- Keep track of your noticings /wonderings and evidence.

Post Observation Conversation - Debrief (45 minutes)

- Each participant writes down noticings and wonderings on the Guest Reflection form. Host teacher completes the first two questions on the Host Reflection form. (3 - 5 minutes)
- Facilitator begins with host teacher reflecting on - How do you feel/think the lesson went? What might be some things that let you know that? Some other sample questions to ask depending on the time: (5 - 8 minutes) Facilitator pauses and paraphrases before asking questions.
 - How does this lesson compare to how you planned it?
 - Which of your skills seemed most useful?
 - What were some of the options you considered?
 - What might be some of the resources you utilized?
 - What was your thinking about the sequence?
- *Round Robin Sharing* - Each participant chooses one noticing to briefly share what he/she observed about teacher or student behaviors without cross talk. This allows each person to genuinely share.
- Facilitator may record highlights on a large chart - Purpose is to share data with everyone before entering into deeper conversation (optional-depending on time)
- Continued conversation - about wonderings: Group then begins a more informal conversation and shares another noticing or the same one from earlier, framed with a wondering question. This format is helpful to keep the conversation assumption/judgement free. This becomes more of a discussion where all may contribute. Each person again has a turn. (Sample Questions):
 - I noticed _____.
 - I noticed _____.
 - I noticed _____.
 - I wonder what did you do to make it go so well?
 - I wonder how you chose resources to support student engagement?
 - I wonder what was your thinking about _____?

Post Conversation Reflection/Action Plan (15 Minutes)

Written Reflection: See Classroom Learning Lab Reflection Form and Host Teacher Reflection Form (done individually and silently) (Take 5 to 10 minutes to fill out.)

Facilitator asks reflective question around the Most Important Point of Learning for your classroom practice/Turn and Talk with Partner. (Includes host teacher)

Share out with large group: What is one thing you will implement in your classroom tomorrow. Group Round Robin sharing. (Includes host teacher)

Classroom Observation Sheet Continued: GUEST Teacher

Research shows that optimal learning is achieved when teachers use the
GRADUAL RELEASE OF RESPONSIBILITY MODEL OF INSTRUCTION

Teacher

Student

	Teacher	Student
I do it Direct Instruction	<ul style="list-style-type: none"> • Provides direct instruction • Establishes goals and purpose • Models • Models think aloud 	<ul style="list-style-type: none"> • Actively listens • Takes Notes • Asks for clarification
We do it Guided Instruction	<ul style="list-style-type: none"> • Interactive instruction • Confers with students • Checks, prompts, clues • Provides additional modeling • Meets with needs-based groups 	<ul style="list-style-type: none"> • Asks and responds to questions • Learning talk with teacher and classmates • Completes process alongside others
You do it together Collaborative Learning	<ul style="list-style-type: none"> • Moves among groups • Clarifies confusion • Provides support • Confers with specific feedback and feed forward 	<ul style="list-style-type: none"> • Works with classmates, shares outcome • Collaborates on authentic task • Consolidates learning • Completes process in small group • Talks with peers for clarification
You do it independently Independent Practice	<ul style="list-style-type: none"> • Provides specific feedback and feed forward • Evaluates • Determines level of understanding 	<ul style="list-style-type: none"> • Works alone • Relies on notes, activities, classroom learning to complete assignment • Takes full responsibility for outcome

Sample Noticing and Wondering Questions

Purpose of these questions is to clarify our noticing and ask our wonderings.

I noticed _____ and

I wondered _____

What are some of the things you did to make it go so well? (efficacy)

I noticed _____ and

I wondered _____

What might be some of the resources you utilized? (interdependence)

I noticed _____ and

I wondered _____

What do you think might have been going on for _____? (flexibility)

I noticed _____ and

I wondered _____

How does this compare to how you planned it? (consciousness)

I noticed _____ and

I wondered _____

What criteria did you use to decide to _____? (craftsmanship)

GUEST Pre-Observation Conversation

Broad goals around Classroom Learning Labs are focused on School Improvement Plans/or District Initiatives.

School Improvement Plans

Making connections for teachers to classroom delivery

() _____

() _____

() _____

Examples of Broad Goals for CLL Focus

- Integration of technology to enhance students' learning in the content areas.
- Utilize the components of Writing /Reading Workshops to promote student thinking and learning.
- Utilize Gradual Release of Instruction as the framework for teaching and learning.
- Utilize the components of Guided Reading to promote student learning

The Host Teacher explains the lesson and activity:

As a Guest Teacher I am focusing on:

Classroom Observation Sheet: Guest Teacher

- What might be specific behaviors or evidence?
- Concise to observation
- Stay relevant and positive
- Script it. Don't assume it
- Keep track of Noticings & Wonderings

Teacher Evidence

I noticed... I wondered...

Student Evidence

I noticed... I wondered...

Norms for GUEST teachers.

- Respect the time frame, must be on time to pre-brief, classroom observation, and debrief
- Hold silence as you watch. No sidebars.
- Ask permission to interact with students.
- Limit movement around the room.
- Be aware of physical limitations of the room, students.
- Stay relevant and positive.
- Frame observations with "I noticed..." and "I wondered..." language.
- Be an open learner

Classroom Learning Lab GUEST Reflection

Date:

(Guest will answer questions 1 - 3 right after observation. Then discuss. This document can be shared with principal.)

1. What evidence did you notice around the craft of teaching? (Identify at least 2 specific observations from the "Classroom Observation Form")
2. What might be some wonderings you have as the result of this observation? Start with a noticing and add your wondering. (See sample questions)
3. Thinking about the _____, what might have contributed to the students' performance?

AFTER DISCUSSION (Follow classroom learning lab GUEST reflection discussion.)

4. What are some factors in this form of professional development that make it authentic for you?
5. What changes in your teaching practices do you plan to make as a result of the observation and discussion?

Host Name:

Date:

Classroom Learning Lab HOST Reflection

(This document can be shared with the principal.)

What might be some things that went well? What evidence supports that thinking?

What comparisons might you make between the lesson that happened and the one you planned:

What evidence supports your thinking?

After Debrief Conversation Reflection

What are some ideas that seem to have emerged from the **debrief** conversation that **impacts** your thinking?

As you move **forward** in your learning, what personal skills or processes might you want to **further develop**? How might you know when you have done this?

Where are you in your thinking now as compared to where you were before this experience?

Additional Thoughts

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Classroom Learning Labs

Impact Quotes

Classroom Learning Labs have been the best PD I've ever had! As a guest teacher, I was able to take ideas back to my classroom and implement them immediately! As a host teacher, I was coached on best teaching practices and the positive feedback and observations from colleagues motivate me to continue to strive for excellence! - Barb Weston - 2nd Grade Teacher

The Ridgeview staff consistently express that the learning Lab is the most effective PD they have experienced. They are more inclined to implement the learning that they are exposed to in this format, than any other PD they are offered. They love the learning lab format for PD!

- Marialyce Zeerip - Principal K-2

I have been in education for almost 30 years and have participated, hosted, planned, and presented PD on numerous occasions. Nothing has been more powerful for me as listening to a group of educators participate in focused, purposeful dialogue centered around the craft of teaching, which is exactly what happens in learning labs. It's time to open our classrooms, learn from the experts next door to us and share both our successes and challenges with each other. I believe that the reason learning labs are so effective in creating immediate impact in our classrooms is because the learning taking place is based on authentic work with real students and teachers in action. Best PD ever!

- Pam Thomas - Principal Grades K-5

I recently had my first experience as a Learning Lab participant in a school where I became the principal earlier this year. I was impressed with this PD opportunity that was grounded in authentic teaching and learning. The immediacy of the reflection and discussion around specific pedagogical practices observed in a "live" classroom setting provides lab participants with tools they can begin using in their own classrooms the next day. Additionally, the Learning Labs provide the opportunity to celebrate, collaborate around, and learn from great teaching that is already happening in your own school.

- Mike Birely - Principal Grades 3-5

Learning Labs have provided PD for our staff that is truly just what each teacher needs. New and seasoned alike, teachers all take back something that they can use right away. I found that this experience generated great conversations between colleagues and an increased level of respect as well.

- Katie Miller - Grade 3-5 Interventionist and Literacy Coach

Learning Labs have been one of the most positive professional learning opportunities. 100% of our teachers want to continue our learning journey through Classroom Learning Labs. Every teacher reported learning something they could use tomorrow in their classroom to increase student achievement. This powerful practice continues to grow in our building and in our district.

- Andy Scogg - Middle School Principal