

Welcome!



Observation Training

**Examining Coaching in Elementary (K-8)
Mathematics Classrooms (ECEMC)
March 11-12, 2010**



Trainers

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Training Schedule

- ❑ Introductions
 - ❑ Working Towards Consensus *in Theory*
 - ❑ The Inside the Classroom Observation and Analytic Protocol
 - ❑ Working Towards Consensus *in Practice*
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Working Toward Consensus: The EMC Vision



What is reform-based math?

What is the definition of reform-based math in the EMC project?

What does it look like in the classroom?

How does it differ from traditional math teaching?

The Observers' Role

- 1.** Don't infer what you don't see,
or
What you see is what you rate.
 - 2.** Take yourself out of the teaching situation – the teacher may have another way to do it. Look for the effects of the teacher's strategies.
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The Observers' Role

- 3.** Align the teaching with the project's expectations for reform-based math. The project is the benchmark. Rate on how close the teaching is to the benchmark.
 - 4.** Keep it simple: Avoid overanalyzing the indicators. Think about the indicator in terms of the project benchmark.
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The Observers' Role

- 5.** Always ask: does this situation align with the project benchmark? Keep your personal teaching philosophy out of the rating.
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First Day Evaluation

1. What did you learn today about observation as it relates to the EMC project?
2. What questions do you still have about the instrument?
3. What questions do you have about the observation process?
4. What could we do to make this process more valuable for you?
5. How could we improve the accommodations?

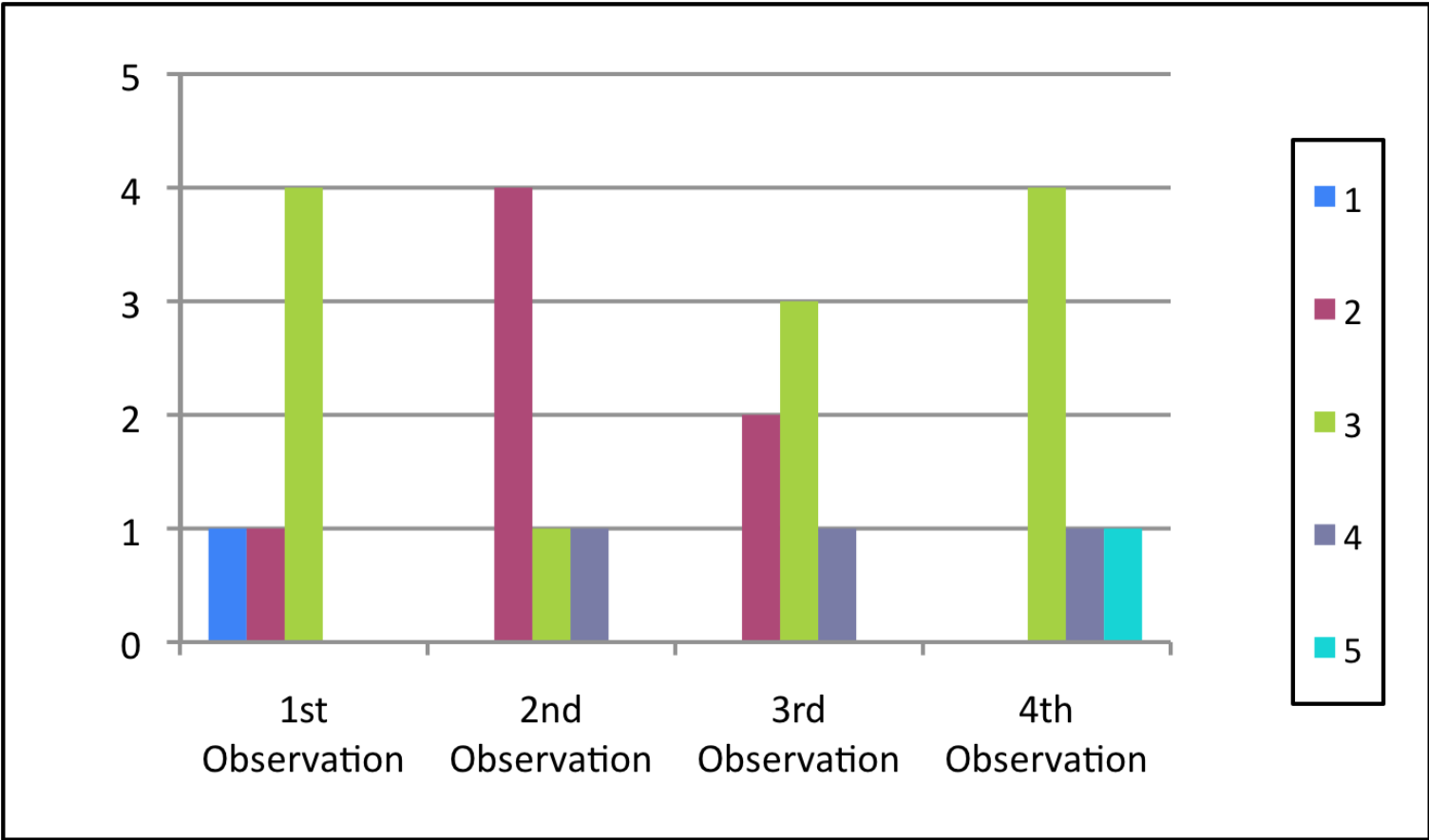
ITC COP Capsule Ratings Over Four Observations



Observation	Capsule Rating				
	1	2	3	4	5
1st Observation	1	1	4	0	0
2nd Observation	0	4	1	1	0
3rd Observation	0	2	3	1	0
4th Observation	0	0	4	1	1

N = 6

ITC COP Capsule Ratings for Four Observations



N = 6

EMC Training Wrap-Up

- Major points
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Training Evaluation

1. What will you personally have to keep in mind as you conduct an observation?
 2. What questions or concerns do you still have about observing classroom lessons?
 3. In follow-up trainings, what would you like to spend more time on?
 4. Rate the training overall on a scale of 1-5, with 1 = not helpful, to 5 = very helpful and provide an explanation for your rating.
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