

Reactions to Grade 3 Math Class, Day 1
UNFILTERED!

Now, Filter! Description, Interpretation, Evaluation

<p>I felt bothered, frustrated and underwhelmed.</p> <p>T chose 2-coin rightfully, spent 12 minutes doing abstractly.</p> <p>Ss needed to speak and interact and do.</p> <p>T ability to employ wait time was unbelievable. Felt long, some kids needed that.</p> <p>T did not speak for 7-10 sec. after posing questions to Ss</p> <p>Formative assessment of the class, T started with 2 to see where the class was and what they could do, and made her Q more parsimonious.</p> <p>Struck by how patient Ss were, were patient and helpful to whole classroom community, without distraction.</p> <p>T never told a S that they had a correct answer, never offered praise, had other Ss verify correct answers, authority was with Ss.</p> <p>Lots of silence, this is nervousness because they are being taped.</p> <p>T asked all the Qs and Ss asked none.</p> <p>All abstract.</p> <p>T realized Pravin didn't know all the coins.</p> <p>T had Ss explain their thinking, then another child verifies, then another explain their conclusion.</p> <p>When this was filmed there was a sense of a T as a more absolute presence in the classroom, T made Ss authorities, T moved around the classroom, T adjusted to what Ss seemed to know. No hands-on. I see some positives based on the time.</p> <p>T never smiled.</p>	<p>Evaluation (self AND teaching) Evaluative and descriptive</p> <p>Evaluative, descriptive, interpretive</p>
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Tried to look at the S perspective, and look at the T perspective. From S I would have been so bored. From the T's perspective, she was teaching for understanding, not just the answer but how they understood it.

I felt like I was sitting in a class on human development. Wondering what it was like as a teacher. I could see the break-through from concrete to abstract. Not clear what skill they were missing, an assessment tool.

Kudos that T didn't have to have physical coins but she did. Clearly an 80s video, diverse classroom. Some Ss may not be native-born Americans. T had total control, put on spot can be terribly embarrassing moment. Never let a S feel dumb.

T took time to work through an answer with every student. Used concrete materials with each one. Astounding patience. Working through with each student instead of giving answers.

Patience was remarkable. Couldn't believe Ss were so patient. Ss had their hands up forever. T asked an S, Are you thinking about it too? Great management.

What was T's purpose? Had these Ss ever explained their reasoning before?

If this is formative assessment, I hope she's not planning to use the data.

Surprised or curious by our perceptions of the behavior in the classroom.

I didn't see this as strong classroom management.

Didn't appear actively engaged, seemed like a long time for frontal teaching.

Most Ss were passive.

I would ask T is she chose deliberately not to give Ss coins to manipulate. I thought it was a way to differentiate.

Two primary moments and how T reacted: 1. Girl early in

<p>video who tried to get a sum of 10c and T acknowledged what she was trying to do but redirect to the actual problem. 2. T chose to disengage from S who was struggling. What I would hope to see T spending significant time with that S.</p>	
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