

Scenario 1

After observing a 2nd grade math lesson reviewing multidigit addition and subtraction in preparation for a chapter test, the coach meets to debrief with the classroom teacher to revisit the lesson. The two plan and debrief lessons fairly regularly.

Coach: So what did you think? How did it go?

Teacher: I don't know.

Coach: Do you think they got it?

Teacher: I think, I get, like we've talked about this with the math talk where I could keep going on and on. So then I feel like we were on that one problem for like a bajillion years and yeah, so, I don't know. I feel like, sometimes I need to reign it in.

Coach: I get caught up in that too, like when I saw that Student One had that other way of solving the problem, he added to, I was noticing that he added instead of subtracting to solve.

Teacher: Yeah. And I would've loved to spend more time on that so we could clarify, but...

Coach: But then it takes so long, so it's just about balancing the time.

Teacher: I also noticed Student Two was like, "I disagree" and I was like excited to hear the math talk moves, and I wanted him to show us, but then we'd already spent like what, fifteen, twenty minutes on that one problem. Instead I told him, "Well you can go talk to Student Three in the back and help him understand this problem."

Coach: I think they're getting a lot out of the math talk. It's just trying to figure out how much time to spend on it, and we said math talk is going to be messy. The whole thing is that it's about quality over quantity. So maybe what we can plan for next time is to focus on one problem more intensely like that, and have different students share their strategies, but then move on. Because today we went straight to the other problem and I thought they were kind of losing focus. What did you notice about the math that they were doing?

Teacher: I think they're doing okay. I like that when we added that addition problem in, how most of them caught on that it was not a subtraction situation.... although some did subtraction to solve. Before I give the test today I'll just have to say, "Make sure you're looking at what type of problem you're doing" so they pay attention.

Coach: Did you get to see what Student Four did? What did he do on that last problem? I thought that was interesting,

Teacher: Oh, where he just took each part one at a time? The ones, the tens and the hundreds and was adding them?

Coach: Did he use that strategy on the other problems?

Teacher: I didn't notice.

Coach: I thought it was good that he was at least making a connection, that he had to look at those place values with the hundreds, tens, and ones and split them apart. So how do you think the test will go today?

Teacher: I think overall about 75% will do really well on the test. I think I'll have a few friends that just don't read their story problems, and then I will most likely have about four that just don't know what's going on right now.

Coach: I think the idea that you had, though, to shorten the assessment and just do 12 items, that will be good. But it's been neat to see how Student Six and Student Seven and a whole bunch of them are actually wanting to talk and explain their thinking now.

Teacher: Yeah, we have really been practicing. In small groups I have a set of questions and prompts that I use to help get them talking about what they did to solve, proving their answer, and explaining their reasoning to their classmates.

Coach: That's great. So next time we plan, let's choose problems that we want to talk through and then we'll see how that goes.

Teacher: That sounds good.