

TEACHER LEARNING PRACTICE PROTOCOL

Sharing Artifacts

Purpose: This protocol supports teachers in attending to the details of their practice and sharing their practice with their colleagues in ways that attend to how students are developing their mathematical ideas.

Prior to your session: **Choose an artifact to share.**

Decide upon the type of artifact you would like to present and agree upon a teacher learning focus. (Artifact e.g. selected student work from a share out, counting collections recording sheet, a problem that was posed, Short video of eliciting student idea. Learning focus e.g. strategy development, representation, supporting range of understanding, detailing thinking)

Start with: **Personal noticing**

- Look at the artifact you brought. What story does it tell? What is important about it for you?
- Write some notes.
- Share with a partner

Move to: **Sharing with each other related to our question of focus**

- Consider a way to share without talking first (put the student work, the photo on the table and all look at them or share your video around the small group with no talking just watching)
- What do you notice across the pictures (choose 1)
 - about representation?
 - about children's thinking?
 - about what gets shared?
- Choose one artifact or one idea to share with the whole group

Next step: **Talk together as a whole group**

- Time each group as they have one min to share their chosen artifact or idea.
- What do we notice across groups. What are the take aways about our question of focus?
- What implications does this have for your practice? Our practice as a school? What are you/we going to try as a result of our conversation?

Notes:

It is crucial in this task to focus the attention/reflection with the artifact so that teachers are asked to engage around an idea that will enable the connection between student thinking and practice. As they talk through the artifacts make sure the focus questions are about student mathematical ideas. The other surrounding issues will emerge.

Consider how to organize the small groups. Do you want them in mixed grade level or same grade level? Do you want k-1 together, 2-3? Do you want one teacher from each grade?

Consider that teachers may be feeling uncomfortable sharing their practice in this way. Start easy so everyone can share (at least with a partner) and sees something positive in what they have brought.

See the related powerpoint for an example of sharing pictures of the board after the share. Some folks want to use this as a way to engage in the artifact conversation prior to asking teachers to bring their own.

