

TEACHER LEARNING PRACTICE PROTOCOL

Text Study

Purpose: The purpose of this protocol is to examine a common text in a collaborative teacher learning group, developing a deeper understanding of student thinking, mathematical content, and pedagogy.

As a school, you can read the text during the professional development session or pre-read. Your choice will influence the text you choose and how you engage with the text.

Prior to the session: Determine text, approach, and questions of focus.

Considering possible reading chunks:

- Choose a piece of text that can stand alone without reading all that came before or after.
- Choose a piece of text related to an issue that has emerged in earlier PD sessions or in school conversations.
- Choose a piece of text that might raise differences of opinion.
- Choose a piece of text that you have read before and will open new conversations or show how much progress you have made. The CGI books are written for reading and re-reading.

Reading in PD Process:

1. Provide an overview of the process for the session.
2. Assign people to equal size groups and give each group a section of the text to read. Consider mixed grade groups.
3. Have participants sit together and silently read their group's section of the selected text. Encourage marking of text.
4. After reading, each group reflects on their section using guiding questions to focus their discussion. CHOOSE 2 questions. The questions should ground the discussion in student thinking, mathematical content, and pedagogy. Some examples of general guiding questions are:
 - a. What are the main ideas/most salient issues *for you* in this section?
 - b. What connections *are you* making to student thinking? The development of student strategies? Student discourse?
 - c. What mathematical ideas are raised or *are you* considering now? How are these mathematical ideas connected to what students are exploring?
 - d. What connections *are you* making between the ideas raised in the text and your practice?You may also want to ask a question specific to the text (i.e. What is one point *you think* the author makes about ten as a unit?).
Note that each of the potential questions is focused on "your" interpretation and sense making.
5. Each group has 2 minutes to share with the whole group what was learned in their group.
6. Individually, take a few moments to jot down how the text and the discussion deepens your ideas around student thinking and how to keep student thinking at the center of your practice.
7. As a whole group, list possible actions you might take as a result of this learning. Choose one of the items on the list you will commit to trying in the next week(s).



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If you have pre-read there are opportunities to take up literacy strategies in supporting sense making and connections to classroom practice. The strategies provided are only examples and can be adapted or others can be used that might already be familiar for your site.

Reading prior to PD process:

- A. *Golden Line*. Ask participants to take their reading and choose a golden line. A line that spoke to them. In small groups of 5-6 have each participant read their golden line so each person can hear them. No discussion after each one. The goal is to listen across them. It is fine to read the same as someone else. Once completed, turn and talk to a partner about what you noticed about the golden lines across the group. Discuss as a small group what are the important ideas emerging and why do they matter. Decide what idea you will share with the whole group as a way of highlighting an important idea. Have each group share. Make a list of the ideas. Find your grade level team and discuss what are the implications for our teaching? What will we try. Share out.
- B. *Say, Mean, Matter*. Take the piece of text (chapter, section – but something longer than 3 pages) and choose one line for yourself. What do you think the line says, what does it mean and why does it matter. Let everyone have time to do this. Have them share in cross grade groups. Once shared, come up with what you are learning from this text. What are the implications for our practice. Share out the implications for practice with the whole group and say why you see that implication for practice.
- C. *Write around*. Chose a paragraph from the text that may be challenging to make sense of or has a number of important ideas. Think of one question you want to ask about the passage (i.e. What does the author mean by place value here, or how might the ideas of eliciting play out in our classrooms). Print the passage followed by the question on a piece of paper (there should be a lot of blank space left) and make copies so there is one for each participant. Put participants in groups of 4. Have the participants read the passage, mark it up, and respond to the question (give them a good 6-7 min). When you tell them they all pass their paper to their left. Now each participant again reads the passage marking it up, and reads the response and adds to it. When ready have everyone pass again. You want to pass at least three times – if you have time go all the way around. Emphasize rereading and marking the passage and the responses. When completed the group works on answering the question together. You can share out or not from the small groups. You could ask everyone to find a partner from another group and discuss what their group talked about.