Document A --- FAI Reflection Form

(Created by IMB Project at Indiana University-Bloomington)

NOTE: When copying this page, be sure to leave plenty of space between sections for responses.

Interviewer(s) name(s): _____

Date of interview: _____ Name of Interviewee(s): _____

1. Give at least two specific examples of things your students said or did in the interview that help you understand more about how that student thinks. For each of your examples, describe the context of the task given to the students.

2. Based on one or both of the examples you gave above in question 1, what inferences can you make about how your students are thinking and reasoning? Explain how your inferences connect to your response to question 1.

3. Based on what you learned about how your students are thinking and reasoning from today's FAI, what modifications do you think should be made to next week's whole-class lesson? Be *specific* in your suggestions and explain why you think they are appropriate in light of your responses to questions 1 and 2.

Document B --- Model Building Form
(Created by IMB Project at Indiana University-Bloomington)

Logistical Information
Student's Grade Level :

FAI Content Topic:

Context of FAI:

Transcript Timestamp: (Start & End)

Transcript:

Table:

What Student Knows *(Give evidence from transcript)*	**What Student Does Not Know**	**Additional Evidence Needed**

Proposed Model of Student's Thinking:

Evidence to support this Model:

Document C --- Lesson Observation Form
(Created by IMB Project at Indiana University-Bloomington)

Observer's Name: _____ Date _____
Lead Teacher's Name: _____ Lesson Topic _____

*Review the objectives and plans for the lesson. Observe students at a table where at least one of your FAI students is sitting. Record observations, not inferences, in your field notes.
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Field Notes
Include anything students say or do which demonstrates their thinking about the topic and concepts. For example, you might include comments and/or questions in group and whole class discussions, engagement with materials, or written work, including drawings or representations. This section will have your raw notes to use for the two discussion/reflection items at the end of this form.

Discussion Items: Summary Reflection on Students' Thinking and Reasoning
Based on your field notes, describe how the students at your table demonstrated their thinking and reasoning of the concepts in the lesson. Please provide specific evidence of your students' thinking and reasoning and refer to samples of students' work that constitute that evidence. If you make reference to your field notes when writing your response, please label (with a star, highlight, or underline) the part of your field notes that you are referencing and indicate that in your response as well (by communicating in your response for the reader to see the starred, highlighted, or underlined section of your field notes). If there are multiple references to your field notes in your response, please use different labels for each to help with clarification.

Discussion Items: Summary Reflection on How to Improve the Lesson
Provide at least <u>two</u> suggestions for revising the lesson to improve student learning based on what you described above. If your suggestions are based on anything you recorded in your field notes, please label (with a star, highlight, or underline) the part of your field notes from which your suggestion(s) emerged and make note of that in your suggestion(s) as well (by communicating in your suggestion/response for the reader to see the starred, highlighted, or underlined section of your field notes). If there are multiple references to your field notes in your response, please use different labels for each to help with clarification.

Document D --- Lesson Study Reflection Form
(Created by IMB Project at Indiana University-Bloomington)

Names: _____

Lead teachers facilitate the Lesson Study and record summarizing responses during the discussion below. For each question, the lead teachers respond to the question first. After they have shared, **all** other members of the team respond to the question and engage in a discussion. Once each member of the lesson study team has responded to a particular question lead teachers begin answering the next question to continue the discussion. ***[NOTE: Use back of the page as needed for additional space.]***

(1) State the learning goals of the lesson. What aspects of the lesson went well and helped achieve the learning goals?
(2) What evidence do we have of student learning? Please share some examples of student thinking as compared with the learning goals. (How were students reasoning about the concepts? Where did they struggle during the lesson?)
(3) How effective was each of the stages of the lesson? How could they have been improved? (Math-Launch, Investigate, Summarize; Science-5Es)
(4) What are your suggestions for modifications for the following week's lesson plan based on evidence of student thinking?

Document E --- Pre-Observation Conference Form
(Created by Dr. Ingrid Carter at Metropolitan State University of Denver)

NOTE:
Before you observe your peer's lesson, plan to either chat or email about the following topics so you have a sense of what to expect to observe in the lesson.
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Lesson Objective(s)
State the lesson objective(s) and how they connect to the standards and/or the unit your class is working on.

Students' Thinking
How do you plan to focus your instruction on students' thinking? What strategies will you use to elicit student thinking? Give some examples (e.g., questions you will ask students during their investigation).

Student "Look Fors"
What do you hope students can say or do by the end of the lesson? How will you determine that they can do this?

Learning Progressions
Discuss the learning progression with regard to the science concept of your lesson. Where does this lesson fall in terms of the development of the concept? What do students need to know before learning your lesson concept and what will they learn after?