

Table 5.3
Responding to Classroom Observations

From Observation to Response	Larry's Example
<p>Noticing <i>Specific data related to teaching and learning gathered during an observation</i></p>	<p>Students seated together, away from their desks, facing the teacher. Students turn and talk when prompted by the teacher (J.B.). J.B. listens in to a student conversation.</p>
<p>Wondering <i>Based on what I saw and heard, I'm curious about . . .</i></p>	<p>What J.B. considers the potential for student conversations? How does he ultimately want students to engage with their own thinking, with the content, and with one another? I wonder if J.B. is satisfied with what he hears students saying? What is he listening for? How does the way he listens to student talk allow him to assess student understanding?</p>
<p>Analysis <i>Using what I know about what student learning would look like in the ideal in relation to what I've noticed and wondered . . .</i></p>	<p>I wonder whether engagement in learning through talk is accountable—to the learning community, to knowledge in the discipline, and to rigorous thinking. In J.B.'s class, students knew the routine of turning to a partner to talk and those who shared their ideas seemed comfortable doing so. The students seemed really accustomed to this routine and had things to say to their partners. This tells me that J.B. has supported the level of talk that does exist. I assume J.B. understands that engagement is much more than students staying on task or students having the opportunity to talk and that authentic engagement must provide opportunities for students to engage in academic discourse in order to deepen their thinking and conceptual understanding. I'd like to know more about J.B.'s beliefs about literary analysis in general and his students in particular.</p>
<p>Developing a Theory to Test <i>Based on my analysis and my plan to learn more about J.B.'s vision for student learning, the potential he envisions for the student conversations, and how he understands the role of talk in student learning, I think that . . .</i></p>	<p>J.B. has a long-term goal in mind for his students as thinkers, communicators, and how to engage them in literary analysis. J.B. is intentional and thoughtful about releasing responsibility for students to take on increasingly sophisticated conversations.</p>
<p>Questions I Might Ask the Teacher <i>Based on the theory I'd like to test, I will ask J.B. . . .</i></p>	<p>How do you decide the content of partner talk and how do you decide when to have students talk to partners? What is your long-term plan for your students' partner talk? How would you like your students to be running their own conversations? How do you want them to be pushing each other's thinking by June?</p>