SAMPLE KEY ELEMENTS BLUEPRINT

1. What is our purpose for observing instruction at this time?

- ❑ To collect data about what our problem of practice might be.
- ❑ To deepen our understanding of our problem of practice so we can develop an action plan.
- ☑ To help us implement and fine-tune instructional improvements.
- ❑ Other:_____

2. What approach will we take?

- ☑ All team members will observe the same live lesson.
- ❑ All team members will observe the same videotaped lesson.
- ❑ Team members will observe one another's lessons in pairs.
- ❑ Different team members will observe multiple different classrooms.
- ❑ Other:_____

3. Who will be the host(s) of the observation(s)?

Angel

4. How will we structure our work so that we can address each key element?

	When	Where	Duration	Coverage
FOCUS	Mon, 2/7	Conference room	15 minutes	Substitute teachers
OBSERVE	Mon, 2/7	Angel & Jon's classroom	45 minutes	Substitute teachers
DEBRIEF	Mon, 2/7	Conference room	30 minutes	Substitute teachers
ADJUST	All week	Our own classrooms	Ongoing	None needed
FOLLOW UP	Mon, 2/14	Audrey's classroom	30 minutes	Common planning time

5. What norms will we use when observing practice?

The norms we developed at the beginning of the year: Stay positive, take a learning stance, feel free to disagree, ask questions, start and end on time.

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6. How will we meet the objectives of the FOCUS meeting?

- FOCUS Objective 1: Review problems of learning and teaching.

  From district midyear math assessment, performance on class work and homework, and observation of students, we determined that our learner-centered problem is:

  > Students have difficulty solving multistep problems involving several operations. Some students make computational errors, others can compute accurately but don't know how to interpret their answers, and some students make both kinds of mistakes.

  From our previous observations and team meetings, we determined that our problem of practice is:

  > We are not adequately supporting students who are struggling with multistep problems for different reasons.

- FOCUS Objective 2: Provide context for the lesson.

  The lesson will focus on a multi-step problem from the math workbook. To solve this problem, students must have strong computational skills in all the operations and an ability to interpret the results of their computations. With the whole class, Angel will clarify the task students will be working on. Then she will group students by the type of mistake they tend to make and move from table to table providing instruction tailored to the needs of each group.

- FOCUS Objective 3: Discuss how observers should focus their attention.

  Observers should keep their attention on one group of students for the whole lesson. They should look for stumbling blocks—places where students are getting stuck with the mathematics.

- FOCUS Objective 4: Discuss the extent to which observers should interact with students.

  Interacting with students is fine, especially if it helps observers better understand where students are having difficulties.

7. How will we meet the objectives of the DEBRIEF meeting?

- DEBRIEF Objective 1: Discuss the teaching and learning observed.

  Observers will refer to detailed notes taken during observation so that they can report back what the teacher and students were saying and doing during the lesson.

- DEBRIEF Objective 2: Commit to next steps.

  Team members will go around the table and give their takeaways for how they will adjust their instruction in the coming week.

8. How will we meet the objectives of the FOLLOW UP meeting?

- FOLLOW UP Objective 1: Discuss what was learned during adjustment.

  We'll go around the table and have each person report on how they adjusted their practice in the previous week.

- FOLLOW UP Objective 2: Plan future work.

  We'll refine our problem of practice—and our strategies for addressing it—based on what we have learned (not shown in video).