

## Handout: Anecdotal Notes Workshop Protocol

Use the following guide for discussing the examples of students' thinking on the measurement tasks that were used in your classrooms. Use your video clips and/or anecdotal notes to support the discussion.

<p><b>Describing student performance</b> ~ 6 minutes</p>	<p>Each "presenter" will use the anecdotal notes that were taken or a short video clip to share a particular student's engagement or component of teaching by:</p> <ul style="list-style-type: none"> <li>describing the particular task that was used and why that task was chosen</li> <li>noting any relevant background information <i>(perhaps what the students have been working on in class, relevant information about the student, etc.)</i></li> <li>describing/showing what the students and/or the teacher said and did</li> <li>connecting what happened with the relevant learning trajectory</li> </ul>
<p><b>Discussion</b> ~ 6 minutes</p>	<p>"Colleagues" ask questions to:</p> <ul style="list-style-type: none"> <li>better understand the task that was used</li> <li>learn more about what the student/teacher said and did</li> <li>clarify the connections between the learning/teaching and the ideas in the learning trajectory</li> <li>learn about what ideas the presenter captured in the anecdotal notes/video</li> <li>find out more about how the notes or video were recorded <i>(when they were recorded, how they were written)</i></li> </ul>
<p><b>Focusing on teaching practice</b> ~ 10 minutes</p>	<p>After all group members have presented, discuss and record answers to the following focus questions:</p> <ul style="list-style-type: none"> <li>What levels of thinking were made visible by particular tasks?</li> <li>In what ways did the trajectory provide a framework for understanding students' responses and strategies?</li> <li>How can teaching advance students' thinking in the learning trajectory?</li> <li>How could the use of notes or video be improved to support descriptions of learning and teaching?</li> </ul>