

CECILIO DIMAS: I think that one of the things that I noticed, um, regarding the mathematics specifically was, um, I had done this lesson with my other periods, with some of the other periods I have. I have four 7th grade math classes and what I experienced with the other classes was very different than what I experienced from the particular group that was videotaped. Um, there were things that...there were roadblocks that came up in the videotaping that didn't come up. So some of the mathematics that the kids breezed through in prior periods were more of a stumbling block. It allowed us to, um, it required me to really stop and dig deeper mathematically. And some of the things I am speaking to would be, um, labeling the tables and what does a label on a table truly tell the reader of the table, and can a table be mathematically correct, um, but not match the original idea of why it was organized, um, not go back to the original source or the original prompt. Um, so we had longer conversations about that on the video tape lesson than we did previously in other lessons. So we didn't get as far as we did in previous lessons, um, but...in previous periods, but I felt that that was a good thing to be in the moment with the class, even though there were some mathematical ideas such as labeling tables and figuring out mathematical sense of the tables...um...

FRAN DICKINSON: I had a similar experience as far as, um, roadblocks coming up that I didn't anticipate and, um, so I think that was something that I...I think that was something that was in common in a couple of lessons that I had watched from all four of us -- was just that how powerful it is to really just be in the moment with your learners and kind of...if they're going somewhere where you hadn't really planned to go that you really take the time to do that, because that sense making and that...meaning making is really what's important. And I think that I saw it a couple of times.

HILLARY LEWIS-WOLFSEN: I'd like to bounce off of that. I noticed that, um, I felt like there were so many things I was trying to keep track of and pay attention to that sometimes a student would say something that I wasn't expecting, or took a little bit more brain power than I expected to need. And I have to stop and think or ask them to say it again before I can even think about putting it on the board or go further with it because it just...I really, like, you said, had to be in the moment. I really had to concentrate on what they were saying and the things they were coming up with. They had some powerful ideas.

FRAN DICKINSON: I find that, um, when I get stuck in a moment like that and I don't understand what the learner is saying, asking other learners to try to help explain the thinking usually helps me understand, too. So it's just one of those teacher's tricks, too that kind of get you through those situations that ask other students to explain those thinking.

HILLARY LEWIS-WOLFSEN: Absolutely.

ANTOINETTE VILLARIN: I agree. I, um, in my lesson we were doing area and perimeter and, um, when Patty and I had planned it, we knew that labeling was an important issue that we had to talk about but it became a really important part of the frontloading of our lesson, where we spent a lot longer time on it. So it kind of pushed our whole lesson, um, behind. So as I was watching it a lot of our lesson is sort of like the introduction that we thought would only take five or ten minutes, and we ended up taking twenty minutes or so. And the part that we really wanted to spend a lot of time on was like the last five

or ten minutes, or so. So, um, going back and watching that again I was thinking, "Wow, I remember that moment and that feeling as I watch it the second time." Having to go back and be in the moment again.