



**Reflect on your experience making time for math observations.**

How have you been able to prioritize getting in to classrooms to observe for math?

What has worked well? What has been challenging?

What have you needed to do to effectively prepare for these observations?

# Practice: Observing for Number Sense

Nevada Early Childhood Leadership Series

Session 3

---

## Objectives

- Develop a deeper understanding of the math observation rubric in line with number sense
- Observe an ECE math lesson and take low-inference notes on evidence of number sense using the math observation rubric

---

# Agenda

## Opening

Digging Into the Rubric: Number Sense

Practice Observation Using the Rubric

Closing

## Revisiting the Rubric

- As a reminder, the 4 competencies in our math rubric are:
  - **Essential Content**
  - **Math Language Development**
  - **Owning the Learning**
  - **Integrated, Cohesive Learning**
- Each competency has indicators that you'll rate individually and then use them and the guiding question to help you arrive at your overall rating.

---

# Agenda

Opening

**Digging Into the Rubric: Number Sense**

Practice Observation Using the Rubric

Closing

---

## Digging in to the Rubric: Essential Content in line with Number Sense



Take **5 minutes** to:

- Highlight and annotate the Essential Content Competency in a way that helps you.
- On a post-it or in your note-taker (this is up to you!), jot down notes that help you consider what evidence you will need to consider to accurately rate Essential Content for Number Sense.
- What questions do you have?

---

# Agenda

Opening

Digging In to the Rubric: Number Sense

**Practice Observation Using the Rubric**

Closing



**The purpose of this practice for you to have an opportunity to practice observing for number sense so that you can more nimbly do so in your own center/school.**

### Practice Steps:

- o Watch the video clip and collect data in line with **Essential Content in Number Sense** for teacher and student actions.
- o You'll reflect and respond in three ways – first independently, then in pairs, and lastly summarizing our analysis whole group.

### Take 2 minutes to look for trends in your notes.

1. How would you rate what we observed on the rubric? Does this teacher's instruction exemplify what we identified as critical for number sense in essential content?
2. What is emerging to you as a primary area of development? (*You don't have to fully commit to your area of development quite yet - more evidence is coming!*)

### Take 3 minutes to reflect in pairs.

- Compare evidence you collected. Do your notes look similar?
- What was difficult about collecting evidence this way? Easy?
- Share your thinking about an area of development for this teacher.



**Be prepared to share out your responses with the group.**

ESSENTIAL CONTENT	RATING: 3-
Evidence Summary	
<ul style="list-style-type: none"><li>• The concepts that students explored during this attendance time are appropriate for PreK classrooms: counting, above, below, equal groups, adding, empty, observe, verify, and compare.</li><li>• The lesson was worked into a morning routine, and less of a deep dive into content.</li><li>• We don't see deep engagement around the standards, but we do see meaningful practice of several standards.</li><li>• Students were being <b>asked to compare groups</b> and <b>conclude</b> that they were equal. For example, all had 5 and the top and bottom rows had equal amounts.</li><li>• Students were to <b>draw conclusions</b> about the total group based on what they observed.</li><li>• Questions were appropriate for the age of students in the classroom.</li><li>• Students were able to provide answers (sometimes with scaffolded support) individually and occasionally as a whole group.</li><li>• Given the limitations of this clip, we can only see some or most students engaging in the lesson.</li></ul> <p>1a: 3 1b: 3 1c: 3 Overall: 3</p>	



Let's take a few minute to reflect on our practice

### 1) Reflection Questions:

1. What did you find came naturally to you during this observation?
2. What did you find challenging?
3. What do you need to do as a leader to be ready to conduct these observations?

### 2) Staff Feedback

---

# Agenda

Opening

Introduction: Math Rubric

Digging In to the Rubric: Math Talk

Practice Observation Using the Rubric

**Closing**



- o What are **3** steps you need (before/during/after an observation) to take to effectively rate Essential Content?
- o What are **2** concepts you think your staff need the most support in understanding about number sense? Why?
- o What is **1** way you will ensure they have a deeper understanding of those concepts before the next time we reconvene?