Checklist for Analyzing the Planning and Use of Public Recording Space

Use the following checklist to support analysis of your use of public recording space. Record checks next to parts of the process you think you addressed well in your teaching. Use the space provided below each idea to record any points or examples you want to make sure to talk over with colleagues or to think more about. Use those parts of the process where you didn't write checks to set goals for next time.

___ anticipating in your plan what students will think and record

I concentrated more on what I would write than on predicting what students might think or record.

___ planning the board to highlight key parts of the lesson

My board covered everything we worked on and didn't really highlight the key points

√ organizing and labeling what is recorded

I made plans and recorded on the board in ways that were organized and labeled.

√ making space for and supporting students in recording their ideas

I planned space for students to write, but I recorded a lot of things that students mentioned rather than letting them represent their ideas themselves. See "Public Space Planning Diagram" and "Image of the board."

√ recording important ideas (objectives, key terms, problem being worked on, summary)

I wrote objectives, problem being worked on and summary. See "Image of the board."

___ contributing through connections, representations, ideas, narration

I didn't consider this point.

√ capturing important recordings for later re-use

I will use today's conclusion in next class.

Goals for future growth: Next topic will be finding equivalent fractions by the division rule. I will use students' responses and conclusion of today class to think about rules for finding equivalent fractions in the next class. I think if I did more to anticipate students' ideas while planning class would go better. For an example, I found one of student drew  *as* $^{6}/_{9}$*. I should consider the definition of fractions (the whole, equally divided parts, the number of whole parts, the number of shaded parts). I will encourage more students to present their answers and ideas on the blackboard.*