Eugene LEL A
Howard Elementary School
November 3, 2015

Purpose: To learn about elementary student learning through collaborative classroom observation and inquiry.

Outcomes:
- To form as a network, with operating norms and the trust required for collaborative learning
- To develop skills in nonjudgmental literal note-taking and analysis
- Increased understanding of the data provided by observing students
- Increased comfort with ambiguity

Learning Focus

Howard has been working on integrating technology into teaching and learning for a number of years, with some shifts as new teachers join our staff and devices are upgraded, e.g., from laptops to tablets in some grades. Last year we explored Ruben Puentedura's SAMR model, which is a kind of Bloom's Taxonomy for looking at technology integration.

We will spend time prior to our observations considering the SAMR model and how we might identify the types of tasks the model identifies – whether technology is in play or not. Howard staff is interested in understanding the types of tasks in which students are engaged and the role technology plays in accessing and/or scaffolding those tasks.

Observation Schedule

Team/Time	9:20-9:40	9:40-10:00	10:00-10:20	10:20-10:40	10:40-11:00
Team A Allan AJ Carla Tasha	Workshop 1st Jessy Corliss, Room 2	Math 5th Lupe Callihan, Room 15	Math Booster 4th/5th Lois Patterson Room 12	Break	Core Reading 3rd Allison Kreider, Room 13
Team B Eric Elise Tom Laura Terry	Writing Kinder Shelly Silver Room 19	Third Dose 1st Justine Chunn, Room 11	Core Reading 2nd Erin Gaston Room 7	Break	Workshop 4th Amber Frank, Room 16
Team C Gina Candace Susie Harriette Sara	Workshop 1st Linda Kirk, Room 3	Math 5th Suzy Rock, Room 18	Math Booster 4th Jenny Groshong, Room 17	Break	Core Reading 3rd Carla Zimmerman, Room 14