

Notice, Like, and Wonder: Protocol for Observations of Video Exemplars

Roles: Facilitator, timekeeper

Purpose: Improving a teacher's (or teachers') practices through observation of model classroom experiences. This protocol can be utilized for professional learning (e.g., grade level meeting, coaching)

1. **The Context** (2-12 minutes, depending on when the video is watched and length of video)
 - A video from the **NJDOE DECS Experts and Exemplars Video Library** is presented to the professional learning community (PLC). The video can be watched as a group or before the PLC meeting depending on time. The meeting facilitator gives the context for the video being shared (i.e. practice, content, grade level, etc.) PLC team members take notes.
2. **Clarifying questions** (5 minutes)
 - The team asks clarifying questions about the video and discusses.
3. **Notice Statements** (5-10 minutes)
 - Quietly and individually, participants write three or four "Notice Statements" based on their observations of the teacher's practices and the students' actions or behaviors.
 - These statements, which begin with the phrase "I notice that...", should be free of inference, judgment or speculation; they are fact-based, noting what was observed.
 - Team members take turns reading aloud one new "Notice Statement" at a time. The process continues until all Notice Statements have been shared and discussed.
4. **Like Statements** (5-10 minutes)
 - Quietly and individually, participants write three or four "Like Statements" based on their observations of the teacher's practices and students' behaviors. These statements begin with the phrase "I like...", and are based on personal preferences.
 - Team members take turns reading aloud one new "Like Statement" at a time. The process continues until all "Like Statements" have been shared and discussed.
5. **Wonder Statements** (5-10 minutes)
 - Quietly and individually, participants write three or four "Wonder Statements" about the work. These statements, which begin with the phrase "I wonder why/if/how/whether...", may or may not relate directly to the Notice Statements shared. Sometimes they offer a suggestion about how to implement this practice; other times they are merely inquiries to help the PLC think more expansively about how this practice could be incorporated into his or her work.
 - In no particular order, team members take turns reading aloud one new statement at a time.
 - This process continues until all "Wonder Statements" have been shared and discussed.
6. **The Debrief** (5-10 minutes)
 - The team members debrief in general about the experience they have just shared using guiding questions such as:
 - Is this exemplar video reflection practice with my PLC valuable work? Why or why not?
 - What will I implement that I observed in this video?
 - What did I see that would be engaging to my students?
 - What did I see that would support/hinder special needs students? MLLs?
 - What do the students' responses/actions/behaviors indicate about the effectiveness of the practice? How might the practice be improved?
 - How will what I viewed in this video impact my classroom practice? What could I do differently in the future?

Notice, Like, and Wonder: Protocol for Teacher Work and Observations of Practice

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Video Name:	
Subject/Content:	
The Context:	
Clarifying Questions:	
Notice Statements:	
Like Statements:	
Wonder Statements:	
Debrief and Reflection:	