

Anticipating Student Responses

- 1 PEG SMITH: Anticipating is the practice of determining in advance of the lesson
2 what it is you think students are going to do, both right and wrong,
3 as they work on the problem, and the questions that you're going to
4 ask them to determine what it is they understand and to move them
5 beyond where they currently are. And anticipating is really
6 foundational to doing any of the other practices. You can't monitor,
7 select, sequence, and connect if you had no idea and hadn't given
8 considerable thought to what students might actually do and how
9 you would respond. The point of anticipating is to put the teacher in
10 the position of not having to make every single decision in the
11 moment on the fly, but rather to have thought through many of the
12 decisions before she ever set foot in a classroom.
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- 14 MICHAEL MOORE: A benefit of anticipating is really knowing what you're looking for,
15 but also just thinking about the different ways that this is going to go
16 so that you can think about what you want to highlight.
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- 18 PEG SMITH: One of the things that teachers find particularly challenging about
19 anticipating is moving beyond their own way of solving a task. So
20 trying to put yourself in the position of how students would think
21 about the problem, get inside students' head, and really think about it
22 from a perspective other than your own. This is very challenging
23 work. So what we've found is that when you work with somebody
24 else, or a number of different teachers, or even give the task to
25 different people and ask them to solve it, you will get many different
26 ways of thinking about it that help expand your own perspective on
27 the task and really prepare you for the kinds of things kids are likely
28 to do.
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- 30 CORI MORAN: The challenges associate with anticipating is finding all the different
31 strategies. I was lucky to find a document that kind of included
32 some of the different strategies on this method and I was able to talk
33 to other co-workers about different methods that might happen. You
34 know, when I first started, I kind of had my method, and then I got
35 one more method, and then I got another method, and then I was
36 seeing really a rich task could be even richer than I expected.
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- 38 PEG SMITH: One critical piece of anticipating is creating a monitoring chart. On
39 this chart, you would make a list of the strategies that you
40 anticipated that students would use in solving the task, as well as the
41 assessing questions and the advancing questions that you would ask
42 students who produce those solutions.
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- 44 MICHAEL STEELE: So how are assessing and advancing questions the same and how are
45 they different?

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46 CORI MORAN: So those assessing questions, it's really important to kind of hear
47 where their thinking is going, where they're starting from, where
48 their thinking is going, what they're currently thinking. And those
49 advancing questions, it's really important to make sure that you can,
50 after assess where they are, use a question that would then advance
51 them without you being present. I really want to make sure it's not a
52 yes/no question or a question that they want to have me-- me there
53 present to answer, something that I can comfortably say and then
54 walk away.