



# Brown Bag Series

## Beyond Teachers' Noticing of In-the-Moment Decision Making: Teaching Reorientation

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Monday December 3, 12:00 – 1:00 PM  
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*This study took place in the context of Chinese teacher education. Before we present our study, we will provide some context about teacher education in China and about our university positions.*

**Abstract** To help teachers generatively transform their instruction, we proposed and examined the effectiveness of a 3-factor model of teacher reorientation. One experienced teacher and 11 novice teachers participated in the study during a 6-month workshop. To improve their noticing of in-the-moment decision making (IDM), the novice teachers watched two 45-minute videotaped teaching sessions, identified one critical incident (CI) from each video, and compared the structures of the IDM in the two CIs. They then re-watched the experienced teacher's video and we interviewed them about their reflection-on-practice. Results indicate that the preservice teachers learned to observe a class through various specific lenses, they learned to notice decision making in the context of critical incidents and better reflect on teaching practice, and they learned to notice students' mathematics thinking and the teacher's decision making in the critical incidents. Consequently, this process led to teachers' reorientations to teaching.

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