2.8

Effective Teaching Look Fors

Instructions: Select Teaching Practice(s) and record specific teacher moves or actions that demonstrate that Practice.

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| ***Teaching Practice (NCTM, 2014) Look Fors*** | ***Evidence*** |
| Establish mathematics goals to focus learning.   * Goals are appropriate, challenging, and attainable. * Goals are specific to the lesson and clear to students. * Goals are connected to other mathematics. * Goals are revisited throughout the lesson. |  |
| Implement tasks that promote reasoning and problem-solving.   * Chooses engaging, high-cognitive-demand tasks with multiple solution pathways. * Chooses tasks that arise from home, community, and society. * Uses how, why, and when questions to prompt students to reflect on their reasoning. |  |
| Use and connect mathematical representations.   * Uses tasks that lend themselves to multiple representations. * Selects representations that bring new mathematical insights. * Gives students time to select, use, and compare representations. * Connects representations to mathematics concepts. |  |
| Facilitate meaningful mathematical discourse.   * Helps students share, listen, honor, and critique each other’s ideas. * Helps students consider and discuss each other’s thinking. * Strategically sequences and uses student responses to highlight mathematical ideas and   language. |  |
| Pose purposeful questions.   * Questions make the mathematics visible. * Questions solidify and extend student thinking. * Questions elicit student comparison of ideas and strategies. * Strategies are used to ensure every child is thinking of answers. |  |
| Build procedural fluency from conceptual understanding.   * Gives students time to think about different ways to approach a problem. * Encourages students to use their own strategies and methods. * Asks students to compare different methods. * Asks why a strategy is a good choice. |  |
| Support productive struggle in learning mathematics.   * Provides ample wait time. * Talks about the value of making multiple attempts and persistence. * Facilitates discussion on mathematical error(s), misconception(s), or struggle(s) and how to   overcome them. |  |
| Elicit and use evidence of student thinking.   * Identifies strategies or representations that are important to look for as evidence of student   understanding.   * Makes just-in-time decisions based on observations, student responses to questions, and   written work.   * Uses questions or prompts that probe, scaffold, or extend students’ understanding. |  |

*Source: Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014).* Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12. *New York, NY: Pearson Education, Inc.*

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwi[n, www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.