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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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*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.