



2.8 Effective Teaching Look Fors

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

| Teaching Practice (NCTM, 2014) Look Fors | Evidence |
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| <p>Establish mathematics goals to focus learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goals are appropriate, challenging, and attainable. <input type="checkbox"/> Goals are specific to the lesson and clear to students. <input type="checkbox"/> Goals are connected to other mathematics. <input type="checkbox"/> Goals are revisited throughout the lesson. | |
| <p>Implement tasks that promote reasoning and problem-solving.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chooses engaging, high-cognitive-demand tasks with multiple solution pathways. <input type="checkbox"/> Chooses tasks that arise from home, community, and society. <input type="checkbox"/> Uses how, why, and when questions to prompt students to reflect on their reasoning. | |
| <p>Use and connect mathematical representations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses tasks that lend themselves to multiple representations. <input type="checkbox"/> Selects representations that bring new mathematical insights. <input type="checkbox"/> Gives students time to select, use, and compare representations. <input type="checkbox"/> Connects representations to mathematics concepts. | |
| <p>Facilitate meaningful mathematical discourse.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps students share, listen, honor, and critique each other's ideas. <input type="checkbox"/> Helps students consider and discuss each other's thinking. <input type="checkbox"/> Strategically sequences and uses student responses to highlight mathematical ideas and language. | |
| <p>Pose purposeful questions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Questions make the mathematics visible. <input type="checkbox"/> Questions solidify and extend student thinking. <input type="checkbox"/> Questions elicit student comparison of ideas and strategies. <input type="checkbox"/> Strategies are used to ensure every child is thinking of answers. | |
| <p>Build procedural fluency from conceptual understanding.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gives students time to think about different ways to approach a problem. <input type="checkbox"/> Encourages students to use their own strategies and methods. <input type="checkbox"/> Asks students to compare different methods. <input type="checkbox"/> Asks why a strategy is a good choice. | |
| <p>Support productive struggle in learning mathematics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides ample wait time. <input type="checkbox"/> Talks about the value of making multiple attempts and persistence. <input type="checkbox"/> Facilitates discussion on mathematical error(s), misconception(s), or struggle(s) and how to overcome them. | |
| <p>Elicit and use evidence of student thinking.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies strategies or representations that are important to look for as evidence of student understanding. <input type="checkbox"/> Makes just-in-time decisions based on observations, student responses to questions, and written work. <input type="checkbox"/> 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: Corwin, 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.