



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

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.