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*
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.*