

Response to Video Observation

1. What is the teacher's role in fostering discourse?
2. What questioning techniques does the teacher use?
3. Does the teacher primarily provide information, clarify and issue, model, lead, or let students struggle with an issue?
4. What are the student's roles in fostering the discourse in the classroom?
5. What kinds of thinking predominate in the discourse?
6. What are the roles of validity and argument?
7. What tools, and material (including technological instruments) are used to support discourse and exploration?

Responding to Other Presentations

An important part of professional development is the opportunity to share experiences with and learn from colleagues. Today's support seminar provides you with an opportunity to work with other beginning mathematics teachers. One way you can help your colleagues is to help them to see what else they need to include in a portfolio to help you to fully understand their classroom and their teaching.

As you listen to other teachers describe their lessons and the discourse and the environment of their classrooms, what questions come to your mind? What else do you want to know to get a more complete picture? When they reflect on what worked and what didn't, are there similar experiences you have had that you can share with the teacher? Can you make any positive suggestions?

Presenting Your Lesson

1. Distribute the lesson plan and commentary and allow 5 minutes for the group to read through the materials.
2. Briefly describe the lesson. Continue with a description of the mathematical discourse that occurred during the lesson. Describe the environment you created for learning and ways you encouraged full participation of all students. Describe what we will see on the tape.
3. Show the videotape (maximum of 12 minutes). Provide only brief comments during the videotape.
4. Explain how well the lesson worked at developing the mathematical understandings you identified. What changes, if any, did you have to make during the lesson? What changes would you make to the lesson before using it again?