Evidence of Effective Teaching Practices

The Case of Patricia Rossman

**Goals**

* Ms. Rossman was clear about what students would learn
* Her goal was grade-level appropriate and consistent with recommendations from CCSS
* Her instructional decisions and the focus of the whole-group discussion supported her her goal:
* Asking students questions to help them see the relationship between the train number/number of hexagons and the perimeter
* Highlighting different representations so that connections could be made

**Task**

Ms. Rossman selected a task that was high level, had multiply entry points and solution paths, and it would challenge her students to think and reason. It was grade level appropriate and aligned with her goals for student learning.

**Representations**

Ms. Rossman used and made connections to different representations.

* *Visual* -- the picture of the hexagon trains -- was used in the small-group work, and a visual of the 10th train was used prominently in the whole-group excerpt.
* *Verbal* – The small group’s verbal description was connected to the visual both in the small and whole group portions of the excerpt.

**Discussion**

Ms. Peterson:

* Revoices students and asks students to revoice: in lines 33, 84, 112 she checks back with student who made the initial contribution
* Selects and sequences student responses: Ms. Rossman selects the small group she had interacted with to present

While the brief video clip does not show direct evidence of all of the 5 practices, it is clear that this group’s work is strategically selected to share.

**Questions**

Ms. Rossman’s questions focus on making sense of the components of the pattern, connecting the visual representation with the generalization, and probes student thinking to assess, and then asks questions that advance their thinking in productive ways.

* Questions that assess student thinking: Lines 3, 12, 15-16, 22, 24, 31, 33
* Questions that advance student thinking: Lines 5-9, 42, 44, 54

**Productive Struggle**

Support productive struggle is the most prominent practice in the small-group work in the clip. Ms. Rossman makes use of questioning, discourse, and representations with the small group to support them in working through creating a solution to the task and ensuring that all students in the small group understand that solution. The other four practices highlighted here are mobilized in support of students’ productive struggle. While all four of these are salient, MTP4 and MTP3 are the most prominent in the clip. MTP 8 is relevant in connecting the two excerpts – the small-group discussion and the whole-group excerpt – as Ms. Rossman clearly uses evidence of the student thinking she elicited as she was monitoring in the coordination of the whole-group discussion.

**Elicit and Use Student Thinking**

Ms. Rossman’s interactions with the small group in the first clip allowed her to understand how they were making connections between their method and the visual. This allowed her to make use of that thinking and leverage those connections in the whole-class discussion by asking them to share their method and asking *other students* to explain it.