Bookmarks: Hauser, Burkhart, Calculus, Kaplinsky

Hauser Cluster

TPs best illustrated in this set of clips are TP4 and TP7, as well as TP8. The teacher does extensive work bringing students' ideas to the class and facilitating a discussion about the appropriate way to account for all the sides in a given figure.

Teaching Practice/Clips	OVERALL	Clip 1	Clip2a	Clip2b	Clip 3
TP1 Establish Mathematics Goals to Focus Learning					
TP2 Implement Tasks that Promote Reasoning and Problem Solving	X				
TP3 Use and Connect Mathematics Representations					
TP4 Facilitate Meaningful Mathematical Discourse	X		X	X	X
TP5 Pose Purposeful Questions		X	X	X	X
TP6 Build Procedural Fluency from Conceptual Understanding					
TP7 Support Productive Struggle in Learning Mathematics	X	X		X	X
TP8 Elicit and Use Evidence of Student Thinking	X	X	X	X	X

Burkhart Cluster

TPs best illustrated in these clips are TP7 and TP4, but in the context of watching small groups have meaningful discourse when the teacher is not necessarily present with the group (but rather has set up norms, tasks, etc., to support the work). Also featured is TP3, where the teacher has several discussions with the whole class about how to "see" the formula in the diagram and how to best number their tables to see mathematical patterns.

Teaching Practice/Clips	OVERALL	Clip 1: launch	Clip 2: work with the data table	Clip 3a: (group)	Clip 3b: (group)	Clip 4a: (group)	Clip 4b: teacher interacts w/group	Clip 4c: (6 min - WC, SG, WC)
TP1 Establish Mathematics Goals to Focus Learning								
TP2 Implement Tasks that Promote Reasoning and Problem Solving	X							
TP3 Use and Connect Mathematics Representations	X	X		X		X	X	
TP4 Facilitate Meaningful Mathematical Discourse	X	X	X		X		X	X
TP5 Pose Purposeful Questions		(X the launch)					X	X
TP6 Build Procedural Fluency from Conceptual Understanding								
TP7 Support Productive Struggle in Learning Mathematics	X	X	X	X	X		X	X
TP8 Elicit and Use Evidence of Student Thinking							X	

Calculus Cluster

(8) Individual whiteboards are used to display student answers to questions that the teacher then uses in asking questions of the students.

(5) The teacher asks many good questions of individual students and of the class, but does not ask students to discuss more involved questions with each other.

(4) Students are not encouraged (nor do they) talk to each other (discourse). There is class discussion where students correct each other spontaneously.

Teaching Practice/Clips	OVERALL CLUSTER	Clip 1	Clip 2	Clip 3
TP1 Establish Mathematics Goals to Focus Learning	x		x	x
TP2 Implement Tasks that Promote Reasoning and Problem Solving	x	x	x	
TP3 Use and Connect Mathematics Representations	x	x	x	x
TP4 Facilitate Meaningful Mathematical Discourse				
TP5 Pose Purposeful Questions	x	x	x	x
TP6 Build Procedural Fluency from Conceptual Understanding				
TP7 Support Productive Struggle in Learning Mathematics	x	x	x	
TP8 Elicit and Use Evidence of Student Thinking	x	x	x	x

Kaplinsky Cluster

Kaplinsky cluster best illustrates TP4 and TP5 as he constantly engages in posing purposeful questions to facilitate meaningful math discourse between students. Clip 6 has Kaplinsky revealing the solution only.

Teaching Practice/Clips	Overall	Clip1a/b	Clip 2	Clip 3a/b	Clip 4	Clip5a/b	Clip 6 (reveal of solution only here - he poses a question at very end)
TP1 Establish Mathematics Goals to Focus Learning							
TP2 Implement Tasks that Promote Reasoning and Problem Solving	x						
TP3 Use and Connect Mathematics Representations							
TP4 Facilitate Meaningful Mathematical Discourse	x			x	x	x	
TP5 Pose Purposeful Questions	x	x	x		x		
TP6 Build Procedural Fluency from Conceptual Understanding							
TP7 Support Productive Struggle in Learning Mathematics		x	x				
TP8 Elicit and Use Evidence of Student Thinking							