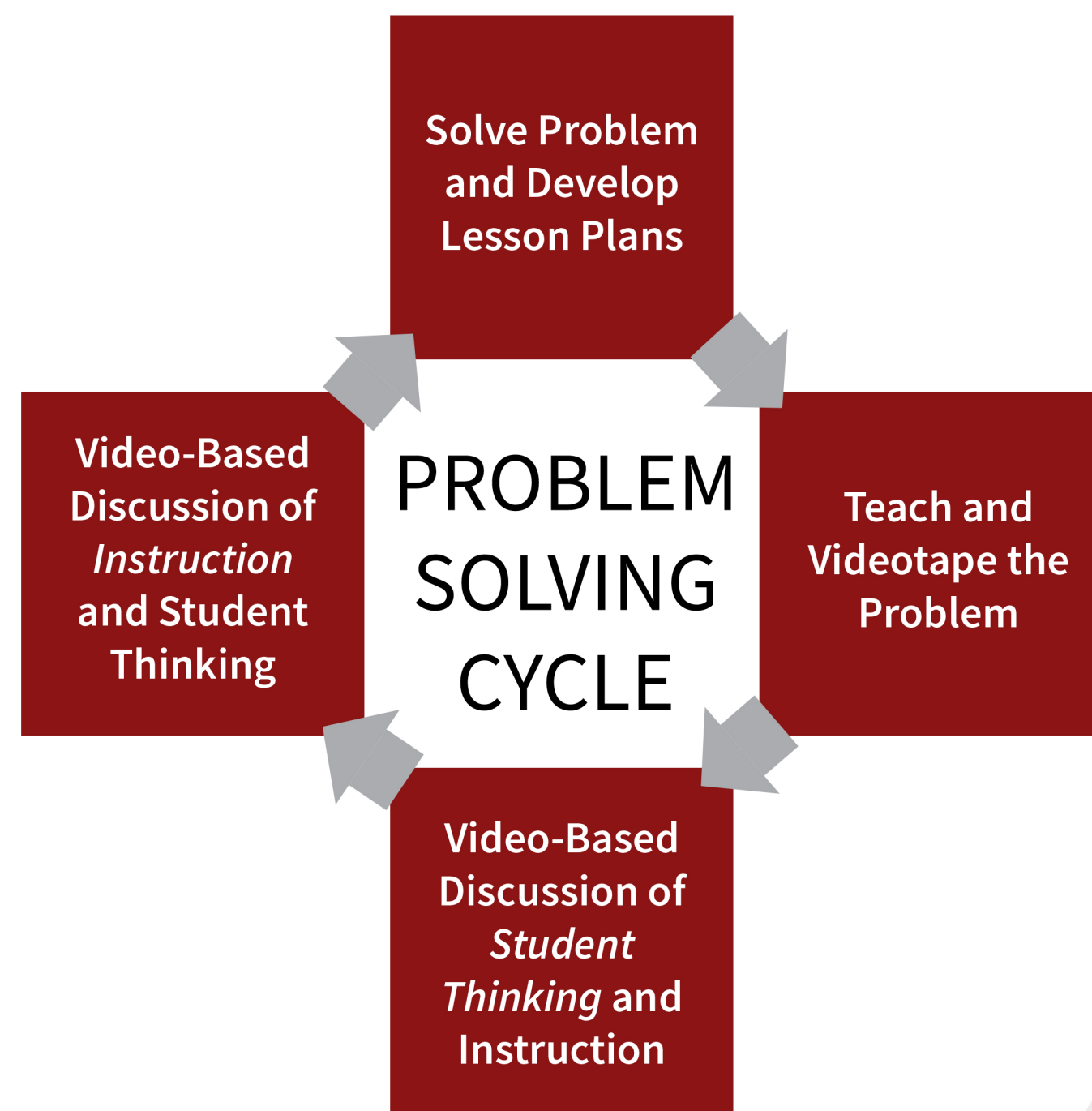


Learning Environments to Support Teacher Leaders' Learning to Lead Video-based Discussions

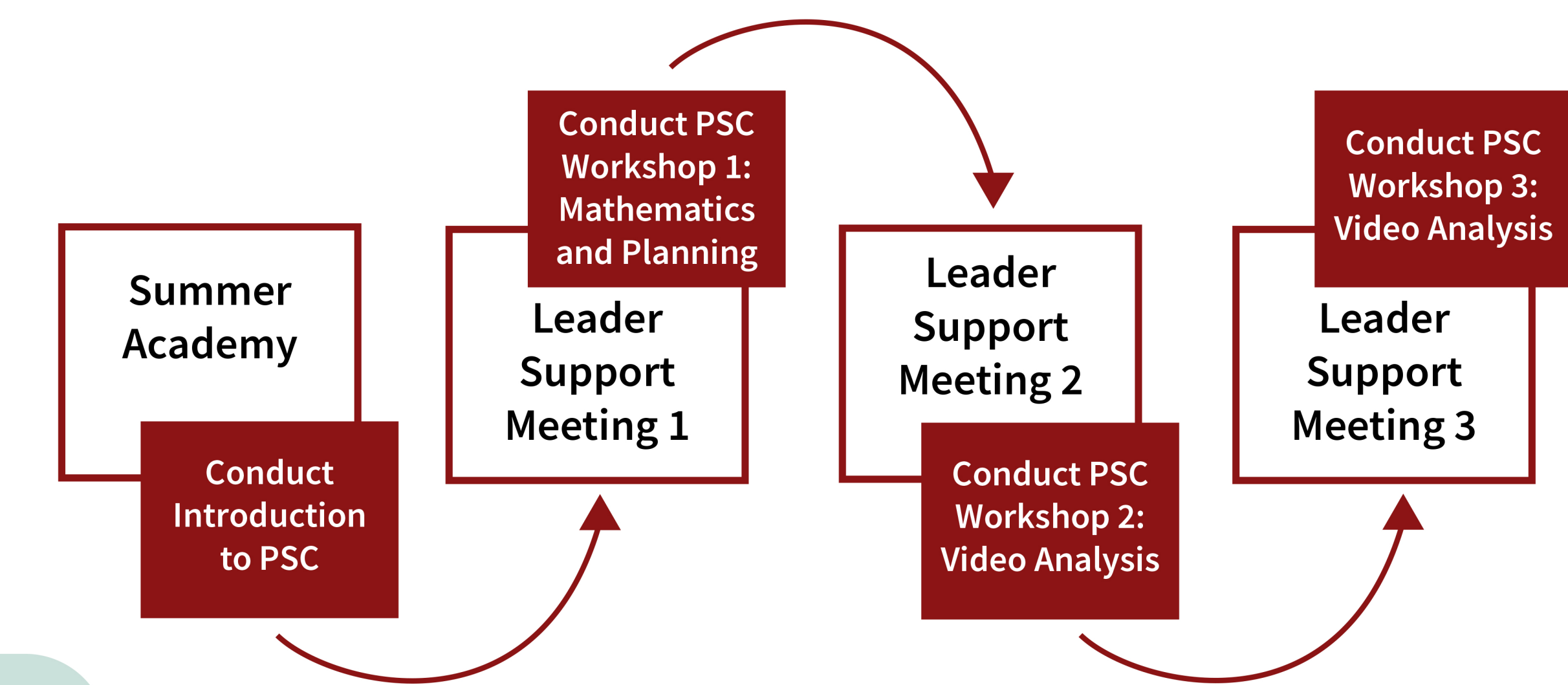


VIDEO-BASED DISCUSSION NORMS

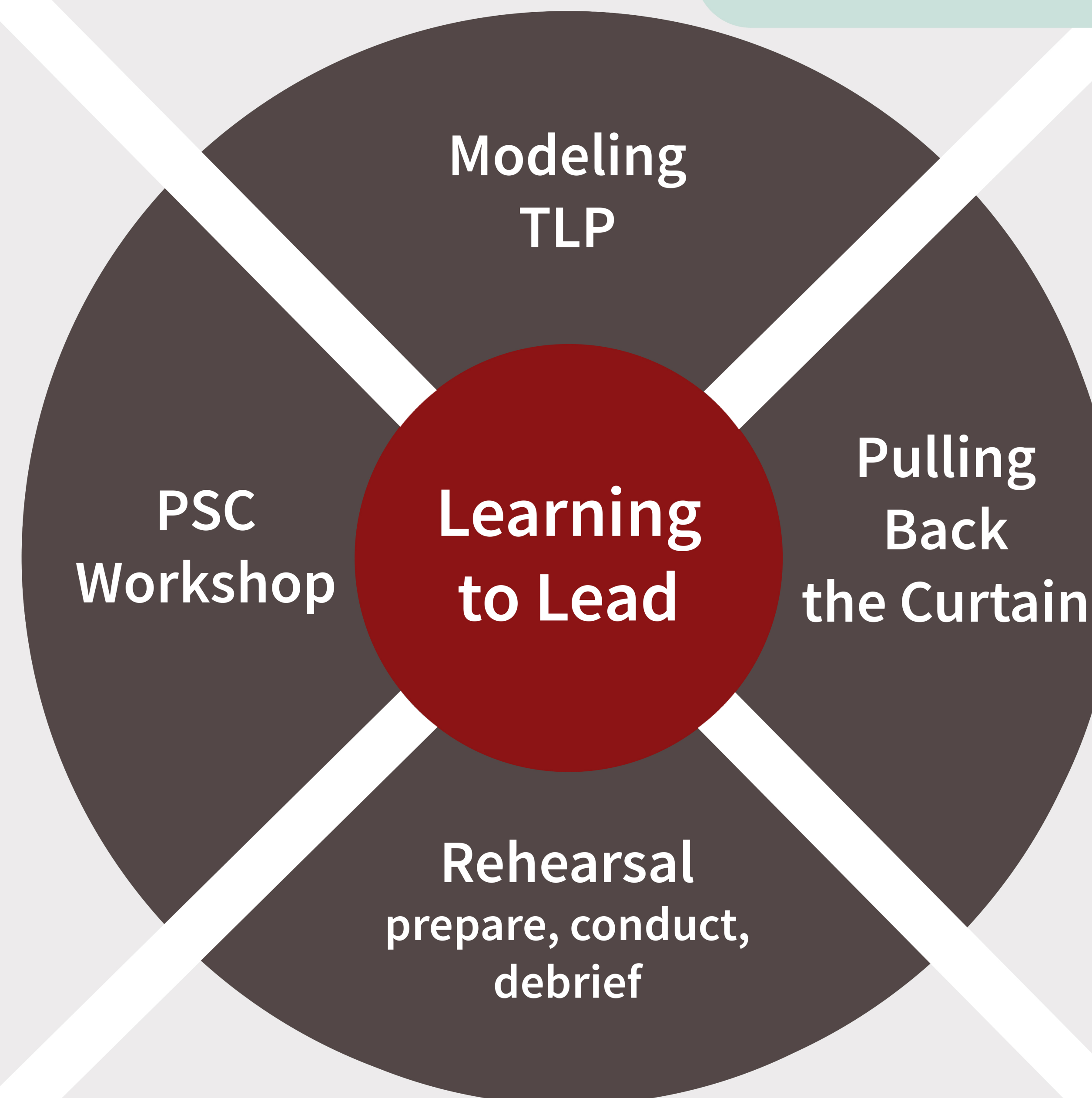
DO	DO NOT
<ul style="list-style-type: none"> Focus on the teaching Discuss mathematical reasoning Discuss instructional strategies Impact on student learning 	<ul style="list-style-type: none"> Focus on the teacher Criticize the teacher Praise the teacher

“When [one of the Stanford Team] would come in and debrief you about what you did and how it felt, it dawned on me pretty quickly that you were modeling what we were going to be doing. Your insights into what you were thinking, how it worked, what you were trying to get at with this activity and the line of questioning, I found it all very, very helpful.”
- SFUSD Teacher Leader

TEACHER LEADERSHIP PREPARATION MODEL

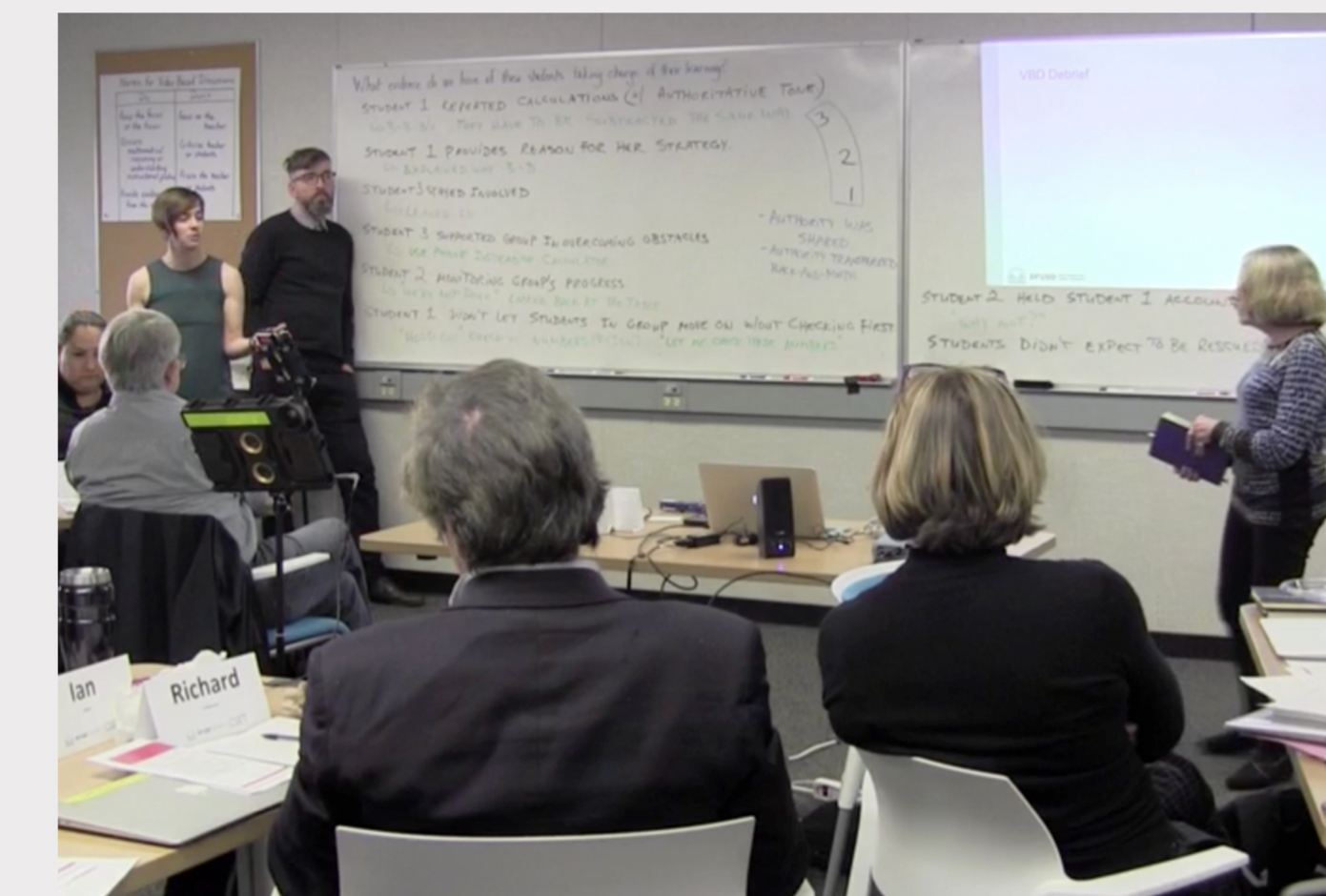


“I think...through the PSC it's been a different experience because I've really been given the opportunity to make it my own. I think that's the biggest difference; through the PSC, I have... permission or authority to make it my own.”
- New Teacher Leader



In preparing for facilitating the VBD, how did we plan:

- What we wanted participants to notice?
- The focal question?
- Back-pocket questions?
- Responses we anticipated hearing to these questions?
- Some responses that may be challenging to our facilitation?



In preparing for facilitating a VBD, you may want to consider:

- What do you want participants to notice?
- What focal questions will help guide those noticings?
- What are your back-pocket questions?
- What responses do you anticipate with these questions?
- What are some responses that may be challenging to your facilitation?
- How might you respond to these challenging responses?

“[Rehearsals] gave us a chance to practice asking questions beforehand and got us thinking, ‘Is that the right question we wanted to ask? Did it work or did it not work?’ so it just gave us a chance to tweak what we needed to...”
- SFUSD Teacher Leader



“Love seeing the hard work gone into redefining math teaching and learning by SFUSD Math”
- tweeted by SFUSD Math Teacher

SFUSD'S DIMENSIONS OF TEACHING AND LEARNING

SFUSD'S TASK-BASED MATHEMATICS CURRICULUM



THE TEAM:
Stanford/SFUSD Problem Solving Cycle
Research-Practice Partnership
Hilda Borko & Janet Carlson, PIs
Rebecca Deutscher, Project Manager

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