

Video links for Critiquing with the Rubrics

Module	Links	Rationale
Effective Questioning	<a href="http://www.insidemathematics.org/classroom-videos/public-lessons/9th-11th-grade-math-quadratic-functions/problem-1-part-b">http://www.insidemathematics.org/classroom-videos/public-lessons/9th-11th-grade-math-quadratic-functions/problem-1-part-b</a>	<p>This video has a transcript and access to the problem that the students are working on. During the video the teacher asks a wide variety of questions as students are presented with three possible ways to begin solving the problem, “Solve for <math>x</math>: <math>2x^2 - 14x + 20 = 0</math>,” and asked to decide together which way(s) of starting the problem are correct. Mostly the questions are between the teacher and students.</p>
Mindsets	<a href="https://www.youtube.com/watch?v=lwx4jv0vruc">https://www.youtube.com/watch?v=lwx4jv0vruc</a>	<p>This video shows students working in pairs on a percentage problem. The teacher is circulating to ask questions and keep students engaging with the task.</p>
Using real-world contexts to increase engagement	<a href="https://www.teachingchannel.org/videos/distance-time-graph-lesson-sbac">https://www.teachingchannel.org/videos/distance-time-graph-lesson-sbac</a>	<p>This video has the task attached so the coach and the mentee could look at the actual task the student are doing. I also shows evidence that teacher is attending to the interests and need of her student which is a big part of the reason for using real-life tasks. A good discussion could be had about where these tasks fall on the rubric in the module.</p>
How to facilitate productive discourse?	<a href="https://www.teachingchannel.org/videos/transformations-lesson-ccssmdc">https://www.teachingchannel.org/videos/transformations-lesson-ccssmdc</a>	<p>This video shows students working in pairs on a task around geometry.</p>
Planning for discourse using the 5 practices	<a href="http://tinyurl.com/qgeays2">http://tinyurl.com/qgeays2</a>	<p>This clip features a very typical whole classroom discussion, with most of the interaction between the interaction between the teacher and one student at a time. The discussion around this clip might focus on how this might looking differently if the teacher had planned for the discourse.</p>
What is discourse?	<a href="http://www.learner.org/vod/vod_window.html?pid=933">http://www.learner.org/vod/vod_window.html?pid=933</a>	<p>This video has multiple clips of students engaging in conversation in multiple classrooms in different settings. You could just look at one of the small clips within the entire video.</p>

Strategies for modifying existing math tasks to increase the cognitive demand	<a href="https://www.teachingchannel.org/videos/similar-triangles-geometry-lesson-nea">https://www.teachingchannel.org/videos/similar-triangles-geometry-lesson-nea</a>	This video highlights a task with the potential for high cognitive demand, but there is too much scaffolding provided for the students. Participants could have a meaningful discussion about increasing the cognitive demand of this task.
Using assessment in learning: looking at student work	<a href="https://www.teachingchannel.org/videos/transformations-issues-ccssmdc">https://www.teachingchannel.org/videos/transformations-issues-ccssmdc</a>	This video shows one complete formative assessment cycle. The teacher has done a formative assessment, provides the needed instruction in very specific groups so student learn what they need to learn and then provides the same formative assessment that is tailored to each student.
Collaborative grouping in secondary classrooms	<a href="http://www.learner.org/vod/vod_window.html?pid=924">http://www.learner.org/vod/vod_window.html?pid=924</a>	This video shows students sitting in groups and engaging in work and conversation even without the teacher being present.