

- a. Looking at the teachers' actions. Give two specific examples or describe and explain two ways the teacher **did not** support productive struggle in this classroom.
- b. Now, look at the students' behaviors and actions. Provide evidence from the video of two times the students **were not** productively struggling. What does it look like in a class where students are not productively struggling?

### 3. Teacher's Use of Responsive Listening

This semester we discussed directive, observational, and responsive listening. Overall, which type of listening did Ms. Ainge use **most** often? Give evidence to support your answer. Include one or more examples of instances where Ms. Ainge used the type of listening you selected.

- a) How did frequently using this type of listening impact her students' learning?
- b) Give Ms. Ainge some advice about improving the type of listening she uses in the classroom and how this might benefit her students?

### 4. Teacher's Leading Meaningful Discussions

Overall, did the teacher lead the students in meaningful mathematical discussions?

- a) In general, was the discussion between the teacher and students, among students, or from the teacher down to the students and back to the teacher? Give an example.
- b) Did Ms. Ainge use Talk Moves? If so, which talk moves did you see her using most?
- c) What additional Talk Moves would you suggest Ms. Ainge incorporate into her teaching and why?

### 5. Teacher's Use of Worthwhile Mathematical Tasks

Overall, were the problems asked by the teacher the type that promotes reasoning and problem-solving?

- a) In general, were the students engaging in problem-solving (i.e., did they have to figure something out), or were they answering exercises? How do you know?
- b) In general, did the problems students answered develop their reasoning and understanding about mathematics? Why or why not? What evidence do you have about this?

### 6. Students' feeling of inclusion and belonging.

Think about the students in class and how they felt during the lesson.