

Video Club Protocol and Focus Questions

1.) Do the math of the task.

2.) Learning Objectives and Prior Knowledge

***What will students understand or be able to do as a result of completing this task?
What prior knowledge (both concepts and skills) could students use, in order to be successful with this task? Be specific.***

3.) Watch video

4.) Student Understanding

***What do students understand?
What is your evidence from the video to support your statement?***

I think (name of student) understands **OR** is on the way to understanding (math concept or skill), because I heard/saw (evidence from video).

5.) Watch video

6.) Participation Norms

What are the norms for participation that students are enacting? What are they saying and doing as math learners that supports their participation and learning?

I think the students understand that being a math learner requires (participation norm), and I think this because (evidence from the video).

7.) Strengths

What did students do or say that was mathematically smart?

I think it was smart when (name of student) did/said (evidence from the video), and I think this because (how does this strength support students' learning?).

8.) Take-aways

What are you taking away from this conversation? (What have you learned? What are you left thinking about, wondering, asking? What might you do differently in your classroom as a result of our discussion?)

Adapted from: Jilk, L. M., & O'Connell, K. (2014). Re-culturing high school math departments for educational excellence and equity. In N. S. Nasir, C. Cabana, B. Shreve, E. Woodbury & N. Louie (Eds.), *Mathematics for equity: A framework for successful practice* (pp. 207-232). New York: Teachers College Press.

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www.sfusdmath.org
