

CHAT: Sustaining productive video club discussions

These four elements outline a potential sequence teachers can use to productively examine problems of practice shared by their colleagues — not to evaluate, but to better understand patterns of classroom interactions and identify areas for learning and improvement. Remember, every discussion does not need to address each of these criteria to advance teacher learning.

CLARIFY student contributions. Start the discussion from a student perspective to provide a rich foundation for exploring the full dimensions at play in the classroom.

1. Select a student contribution that was either interesting or unclear in the video, and revoice what the student said or reanimate their actions.
2. Try to make sense of what the student might have meant and what the student might have been thinking.

HIGHLIGHT classroom connections. Tie what a student said or did to the broader learning environment — representations, teacher moves, or other student contributions.

1. Discuss what a representation, or another classroom artifact, shows or hides and how it relates to the student's understanding.
2. Look for patterns across multiple students, or draw inferences about the impact of different teacher moves on students' contributions.
3. Focus on understanding how a specific element of the classroom impacts student thinking and avoid taking an evaluative stance that critiques the teacher.

ANALYZE timescales and trajectories of learning. Consider the typical experience students at this grade level have had with the content in the video.

1. Make inferences about whether a specific student idea might be a common struggle based on prior knowledge or more of an anomaly.
2. Look forward and draw implications for future learning.
3. Hypothesize about what might be fruitful next steps for this classroom, and place the individual moment captured by the video within a likely trajectory of teaching and learning.

TROUBLESHOOT potential solutions. Suggest ways to address the problems of practice highlighted in the clip.

1. Propose alterations to instructional moves, resources, or sequencing that might better support student learning.
2. Build a corpus of alternative solutions, each with specific strengths and weaknesses, rather than searching for a single best solution.
3. Generalize the solutions from the clip to more routine problems of practice that teachers encounter each day.
4. Consider what additional learning and supports the teachers may need to bolster their skills to address specific issues identified in the discussion.