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

**PROBLEM SOLVING CYCLE**
- Solve Problem and Develop Lesson Plan
- Video-Based Discussion of Instructional and Student Thinking
- Teach and Validate the Problem

**VIDEO-BASED DISCUSSION NORMS**

**DO**
- Focus on the teaching
- Discuss mathematical reasoning
- Discuss instructional strategies
- Impact on student learning

**DO NOT**
- 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 you 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

“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

**SFUSD’S DIMENSIONS OF TEACHING AND LEARNING**

Agency, Authority and Identity
Uses of Assessment
Access to Content

**TEACHER LEADERSHIP PREPARATION MODEL**

- Summer Academy
- Leader Support Meeting 1
- Conduct PSC Workshop 1: Mathematics and Planning
- Leader Support Meeting 2
- Conduct PSC Workshop 2: Video Analysis
- Leader Support Meeting 3

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

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**SFUSD’S TASK-BASED MATHEMATICS CURRICULUM**

- Entry Task
- Lesson Series 1
- Apprentice Task
- Lesson Series 2
- Expert Task
- Lesson Series 3
- Milestone Task

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

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