

Scenario 4

COACH: Alright, so we don't have a lot of time, but what's something that you feel like went really well?

TEACHER: I'm glad that when the groups finally started working together, they were realizing and kind of picking things out of each other. Like, you would hear one person explain how, then the others would also attempt to explain to me how instead of just sitting back and having one person explain.

COACH: Right.

TEACHER: Because that's happened in the past, so I can tell that they're starting to feel more comfortable and not just with the graphs, but also in using math talk and explaining things to me.

COACH: Good. Yeah, I know at one point they were struggling with making the graph, and at one point during the planning session, you had even talked about giving them a graph template. So how do you feel about that now since you didn't?

TEACHER: Right. I'm glad I didn't. Especially when we did the second table, because they did get it, and they just needed that little extra time, so I'm really glad that I didn't. They're getting there. So I'm glad that I didn't. I had them in my hand, remember?

COACH: I do. So what do you think you did, for the groups that were really successful in the end, what moves did you make that led to that success for them? Because it really is tough to make a graph on your own. But what did you do that helped them with that?

TEACHER: I think when it came to deciding like what to put where or what the interval should be, I just asked them, "Well, what is the reason that you did this?" and had them explain that to me. I think when they were explaining it to me why they were having hard time, for example, "Well, we just have enough room to go to seventeen," and then I explained to them, "Well, how high do you really need to make it?" After that, I didn't have to tell them the answer. They kind of figured that out on their own just by answering those questions.

COACH: I actually noticed that throughout the lesson, as you worked with the different tables you were kind of probing and questioning and trying to get them there without taking over their thinking.

TEACHER: Right.

COACH: Is that purposeful on your part that you?

TEACHER: Yes, I've been trying really hard to do that as a teacher, when they are at a loss for words, without just like flat out telling them, "Okay, do this next."

COACH: Right. And that really helped them to understand what they did and why. Another thing about the making of the graphs, what do you think held them up? Why do you think it was tough?

TEACHER: I think, honestly, just the aesthetics of everything, too, because they are so artsy in this class this year and they are very concerned about the way things look. So that might have held them up, but also just knowing it's the first time we've ever had to build a graph from scratch.

COACH: Right. Which it's very hard to do. There are a lot of details to consider.

TEACHER: Yeah, you have to understand the whole data set before you make your graph.

Coach: I notice that this data is so much different than like favorite pizza toppings, because that's just counting the number of students. Here they had numbers of plants but also height of plants, so it's a lot of information to keep track of...what each of those numbers mean in the problem.

TEACHER: Right, and I thought about that during the lesson, too, because you're exactly right. What we've done so far in our graphs has just been like the number of whatever. People who like this, how many hours even, but all things that you can just add up. This data set was different because it was measurement.