**Facilitation Practices for Orchestrating Discussions with Teachers (Jackson, 2016)**

**Facilitation Practice 1: Sustaining an Inquiry Stance**

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| **Move** | **Description** | **Example** |
| Highlighting | Direct attention to noteworthy student ideas | “So it seems like we’re all pretty interested in what Tyrone did here. What did he mean by the molecules move fast?” |
| Lifting up | Identify an important idea that  a participant raised in the discussion for further discussion | “I think you were bringing up the idea that maybe they understood what met goal exactly meant, but they had this way of thinking that was more about a collective than individual understanding.” |
| Pressing on teachers’ ideas | Prompt participants to explain their reasoning and/or elaborate on their ideas | “You said there was a lot she had to do there, can you piece apart for me all the things you think she had to do?” |
| Offering an explanation | Provide an interpretation of  an event, interaction, or mathematical idea, from a stance of inquiry | “I was thinking that he might have looked at his partner’s cards and added the numbers on their two together. That might be why he said 51.” |
| Countering | Offer an alternative point of view | “You could be right but I was thinking that the sticks and dots weren’t really helping Dante. He doesn’t arrive at the correct answer . . .” |
| Clarifying | Restate and revoice to ensure common understanding of an idea | “So you’re saying no, she doesn’t really think it’s ten?” |

**Facilitation Practice 2: Maintaining the Focus on Practice, Data and Learning**

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| **Move** | **Description** | **Example** |
| Redirecting | Shift the discussion to maintain focus on the task of analyzing the enactment (e.g., classroom visit, video, etc.) | “Can I just bring us back to the launch for a second?” |
| Pointing to evidence | Contribute substantively to the conversation, using evidence to reason about teaching and learning | “Well, what did Jerome say earlier? . . . because I’m wondering if maybe she’s using what he said earlier to help her try to figure this out. So, if we look on the page before . . .” |
| Connecting Ideas | Make connections between ideas raised in the discussion | “So it’s similar to what Tom was doing.”  “Do you have any predictions about what your students  would do if they were given this problem?” |
| Orienting to instructional practice | Shift the discussion to focus on supporting students’ learning of mathematics |  |
| Focusing the discussion | Posing prompts to help focus the activity or discussion |  |

**Practice: Supporting Group Collaboration**

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| **Move** | **Description** | **Example** |
| Introducing an activity | Describe what the group is going to do. May include:  · Providing rationale for engaging in the collective work  · Connecting to previous work  · Providing context for a representation of practice (e.g., classroom visit, video, etc.)  · Explaining how the group will engage in the collective work  · Introducing/providing a focus for the discussion/activity. |  |
| Eliciting teacher thinking/participation | Inviting participation from teachers. |  |
| Standing back | Allow the group members time to discuss an issue | Not interjecting when the group is exploring an idea |
| Distributing participation | Invite participants to share different ideas based on who is (and is not) participating | “Lisa, it looked like you wanted to say something . . .” “What do others think about that idea?” |
| Validating participants’ ideas | Confirm and support participant contributions | “That’s really hard.”  “That could make sense too. That could be another interpretation.” |

Adapted from van Es et al. (2014) and Jackson et al. (2015).