Identify a timer.

Each person takes up to 1 minute to clearly describe what he or she observed in his or her focus area. Descriptions should be free of value judgments, interpretations, or any other commentary and should be only facts that are verifiable on the video. Others in the group should ask clarifying questions so that each person knows what each other person observed. Others in the group should also kindly point out when a value statement has been made.

Then, discuss the following questions:

* What was the *mathematical* purpose of this lesson? (Consider cognitive complexity and standards for mathematical practice as well as specific math content.) What observable evidence supports your claim?
* What questions did the teacher ask to support this purpose? Describe observable evidence to support your claim.
* In what ways did the teacher use student questions and student work to support the lesson purpose? What observable evidence supports your claim?
* In what ways did the teacher use student responses to support the lesson purpose? what is your observable evidence to back your claim
* Were the teacher's ways of using students' questions, responses, and work consistent with each other and his purpose? Explain.