

Appendix C:

The cases

Case	School	Team	Attendees	Video content	Pedagogical Discussion
1	Rimon	Language arts	Coor., Coach, 5 Ts, Res.	Role play in which three students read aloud and respond to texts written by the teacher. Asked to determine which text is more persuasive, students choose the text including <i>less</i> persuasive means. This is followed by a whole class discussion of persuasive writing.	Preparation of the students and texts for role play; writing skills; correcting students' reading; sharing lesson goals with students.
2	Rimon	Language arts	Coor, 5 Ts, Res.	Same video as in case 1 (2 nd analysis).	Promoting writing in general and persuasive writing in particular; oral vs written language; student difficulties; preparing students for role play.
3	Rimon	Language arts	Coor, Coach, 4 Ts, Res.	Group-work on extracting information from a multiple representation text. The teacher moves from group to group in a noisy classroom, constantly approached by children from other groups.	Enhancing strategies for locating information in a text; student difficulties; designing the texts; teaching strategies for information integration; verbalizing students' thinking.
4	Rimon	Language arts	Coor, 5 Ts, Pr, visiting Prs, Res.	Same video as in case 3 (2 nd analysis).	Classroom management in small group work; self-regulated learning; working habits; class history; group composition; pacing; content of work.
5	Rimon	Small-group teaching	Coor, 8 Ts, Pr, Res.	Small-group social skills lesson. Each of the four girls has to choose a picture of an animal and a trait with which she identifies. One girl has difficulty choosing. They talk about their experiences with dogs, including loss.	Establishing group norms of openness and respect; group composition.

6	Rimon	Small-group teaching	Coor, 7 Ts, Pr, Res.	Same video as in case 5 (2 nd analysis).	Establishing group norms of openness and respect; Student participation in discourse; wait time and silence; teacher movement in class.
7	Rimon	Small-group teaching	Coor, 7 Ts, Res.	Small group PE class. 3 boys are practicing volleyball opening hits. Teacher encourages and guides one of them in repeatedly trying without succeeding. He succeeds only after switching to another exercise.	Caring for students; challenging without frustrating.
8	Rimon	Small-group teaching	Coor, 8 Ts, Pr, funding foundation delegate, Res.	Small group PE class. Teacher plays ping pong with a student while two other students watch and keep score.	Teacher-student personal interaction; order and obedience; instructions and feedback.
9	Rimon	Small-group teaching	Coor, 6 Ts, Res.	Small group art class. 4 students are engaged in solving a "riddle": objects and materials representing the process of recycled papier-mâché sculpting.	Engaging students in high order thinking by stimulating their curiosity, open ended questions, sensory experience, the setting and atmosphere.
10	Rimon	Small-group teaching	Coor, 8 Ts, Pr, Res.	Same video as in case 9 (2 nd analysis).	Practices that enhance high order thinking: triggering curiosity; open ended questions; legitimizing mistakes. Tension with standardized tests.
11	Rimon	Math	Coor, 6 Ts, Res.	Students present their group-work findings on polygon classification while the teacher asks guiding questions and collects answers into a table on the board.	Using instructional illustrations; engaging all students while some present their work; alternatives for group work presentation; teaching polygon definitions; experiential learning.

12	Rimon	Math	Coor, 6 Ts, Pr, 2 district visitors, Res.	Teacher is reviewing with students a multiplication strategy and then invites several students to the board to suggest ways to use this strategy to multiply two digit numbers.	Managing mistakes; presentation of a single vs multiple solution strategies; student reasoning; experiential learning; pressing for understanding.
13	Gefen	Math	Coor, 5 Ts, Res.	Students are working individually on "mixed" assignments, preparing for a coming test, while the teacher assists, moving among them.	Noise in the classroom; technical solutions for differentiated instruction; peer learning.
14	Gefen	Math	Coor, 4 Ts, Res.	Students are engaged in a whole class discussion defining parallel lines, with the teacher initially writing their answers on the board and then inviting them to illustrate proofs on the board.	Engaging students in whole class discussion; students' distribution across classes; collaborative learning in group work.
15	Dagan	Math	Coor, coach, 6 Ts, Pr, Res.	Students practice fractions by slicing modelling-clay pizzas according to teacher instructions, calling answers out loud.	Monitoring understanding in experiential learning; using mathematical vs everyday language; challenging vs jumping ahead; frontal teaching vs group work.
16	Dagan	Language arts	Coor, coach, 8 Ts, Pr, Res.	Class discussion of a story they have read. The teacher summarizes the answers they collaboratively develop and dictates the correct answers to them, while at the same time attempting to manage the disruptive behavior of one boy.	Managing disruptive behavior; frontal teaching vs group work and differentiated instruction; dictation.

Notes. All names are pseudonym; Coor=Coordinator; Ts=teachers; Pr=principal; Res=researcher