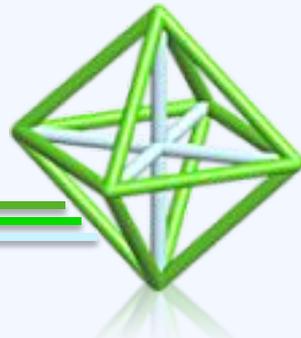


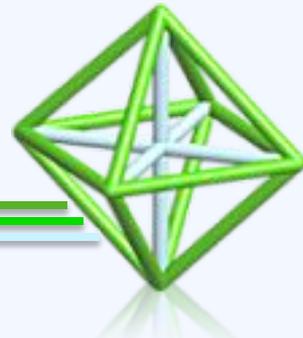
Reflecting on Practice: Day 4

Week 1, Day 4
2019



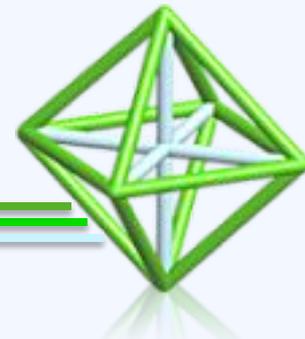
Artifacts Informing Instruction

Planning subsequent lessons or activities based on artifacts of student thinking



"The central idea of formative assessment, or assessment for learning, is that evidence of student learning is used to adjust instruction to better meet student learning needs."

-Dylan Wiliam



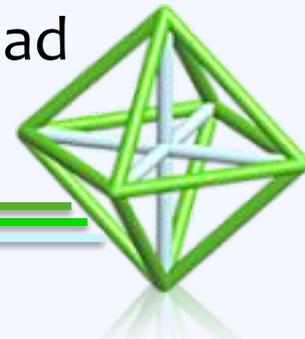
Re-teach vs Re-engage

Re-teach

- Address basic skills that are missing
- Do same or similar problems over
- Teach the unit again
- More practice to learn procedures
- Focus mostly on underachievers
- Lower cognitive load

Re-engage

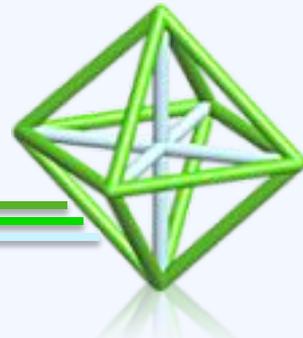
- Revisit student thinking
- Address conceptual understanding
- Examine the task from different perspectives
- Critique approaches
- Make connections
- Engage entire class
- Higher cognitive load



Video

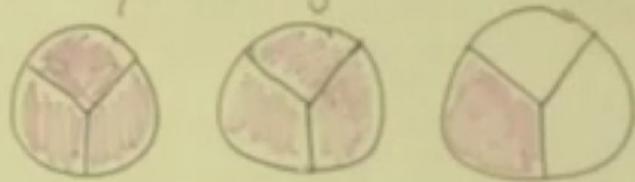
Look-fors:

- How does the teacher leverage artifacts of student thinking?
- What aspects of the lesson make this re-engagement rather than re-teaching?



Warm-up

Students were asked to write a fraction to represent the pies shown below.
Who do you agree with? Explain why?



Juan

$$\frac{7}{3}$$

Jasmine

$$\frac{7}{9}$$

Terry

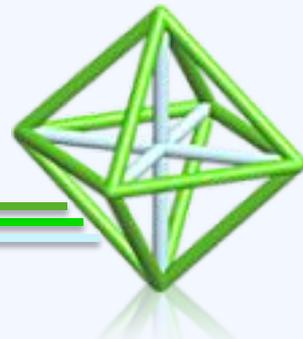
$$2\frac{1}{3}$$



Video

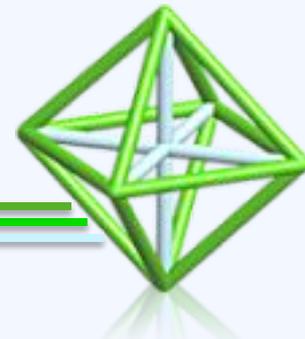
Discuss:

- How does the teacher leverage artifacts of student thinking?
- What aspects of the lesson make this re-engagement rather than re-teaching?



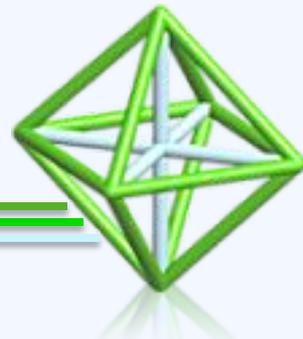
Types of Re-engagement Activities

- Annotate
- Critique then Improve
- Scoring Using a Rubric
- Fix the Mistake
- What makes it a model?
- Compare & Contrast
- Correct previous work
- Gallery Walk



Reflect

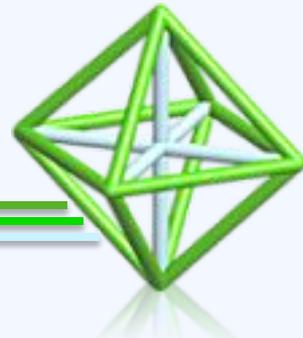
- What purpose do the different activities serve?
- What might different students get out of each one?



Your own students' work

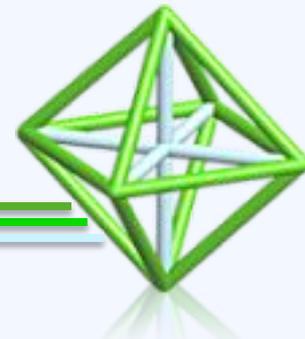
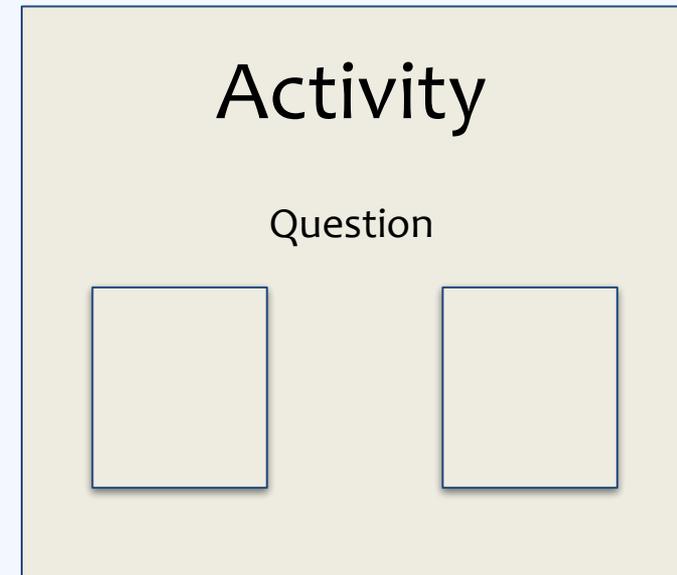
At each table pick *two* sets of student work that you will focus on.

Then split your table into two groups, each focusing on one set.



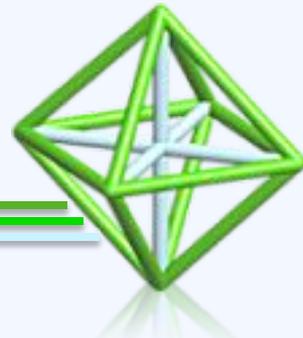
Your students' work

- Pick a type of re-engagement activity to design
- Decide which artifacts are most useful
- Create your own re-engagement task on the poster paper



Gallery Walk

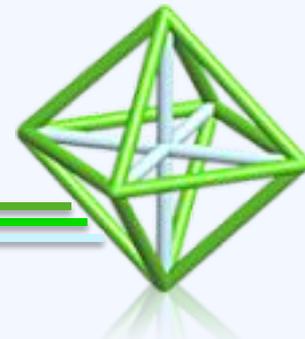
- You'll now get a chance to see the re-engagement activities that other groups created
- On a post-it note, write any noticings and wonderings about the activity and post it on the chart paper



Debrief

Choose 1-2 questions to discuss at your table

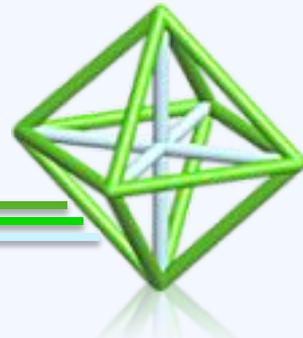
- How might a teacher frame “right” and “wrong” answers in this activity?
- Should work remain anonymous or be attributed to the creator(s)?
- What is the value of real student work vs contrived student work?
- What are other ways that you respond to student artifacts in your own class?



Resources

<http://www.insidemathematics.org/classroom-videos/formative-re-engaging-lessons>

<https://curriculum.newvisions.org/math/course/regents-readiness/re-engagement/>



Name Tent Feedback Question

On the back of your name tent, respond to this statement for Day 4:

What are you thinking about at the end of Week 1?

What questions do you have, for us or for yourself, based on our work so far?

