

Reflecting on Practice

Week 2, Day 2
2019



For those who didn't
introduce yourselves
yesterday... it's time to tell us
a little about yourselves!

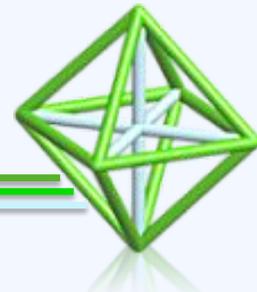
table number one....



Leveraging Artifacts of Student Thinking

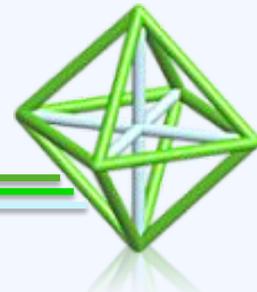
Using artifacts to benefit students:

Helping students to recognize the value
of their mathematical ideas



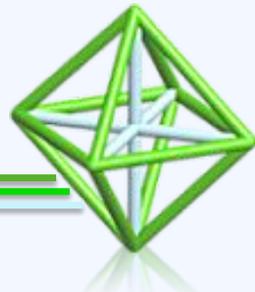
“School mathematics typically reflects a small fragment of mathematical activity.”

-Ilana Horn, *Motivated* p. 61



“As long as we have a simplistic view of some students as smart and others as struggling, we will have status problems in our classrooms... If we value only certain kinds of expertise, the same students will always play the role of experts.”

-Ilana Horn, “Recognizing Smartness and Addressing Status in the Classroom”



Think Time

We want to think about the **messages about mathematical smartness** that we send to our students.

What are some ways of being **mathematically smart** that you value? Make a list.



Stand & talk

- What is one way students display being mathematically smart that you want to value in your classroom?
- What does that look/sound like?



Looking at student work



Desmos!

Treat students as sense makers,
not mistake makers

Asset language vs. Deficit language



Shout-out

mathmistakes.org

(samples from Desmos
activity came from
this)



Video

Why $2 > 4$



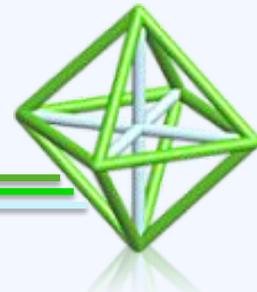
Reflect

- How does the teacher's role change by listening **to** rather than listening **for**?
- What might be challenging about listening **to**?



Discuss

- How does the teacher's role change by listening **to** rather than listening **for**?
- What might be challenging about listening **to**?

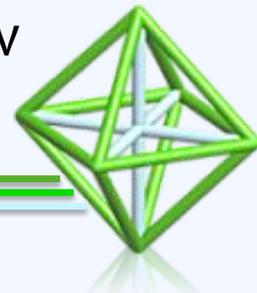


Reflect & Connect on mathematical smartness

We've shared three perspectives today:

- Broadening our conceptions of mathematical smartness
- Practicing seeing students as sense-makers rather than mistake-makers
- Listening **to** rather than listening **for**

How do you already value students' mathematical ideas in your classroom? How can you find new ways to value students' mathematical ideas?



Discuss

- How do you already value students' mathematical ideas in your classroom?
- How can you find new ways to value students' mathematical ideas?



- How do you already value students' mathematical ideas in your classroom?

- How can you find new ways to value students' mathematical ideas?

Table 7

- Identify what a student has done well
- Brainstorm in the class what makes a good math student

Table 8

- Give every student a chance to think about a problem w/o worrying if they are correct or incorrect
- Naming theorems that are created by students. e.g. "Robert's Theorem"

Table 9

- If students have an interesting idea they would like feedback on, they can flag it in their notebook so a teacher will look at it

Table 8

- Listen more for the process. Just the right answer is less interesting
- Listen to different strategies

Inside your new name tent:

What is one way that you are mathematically smart?

