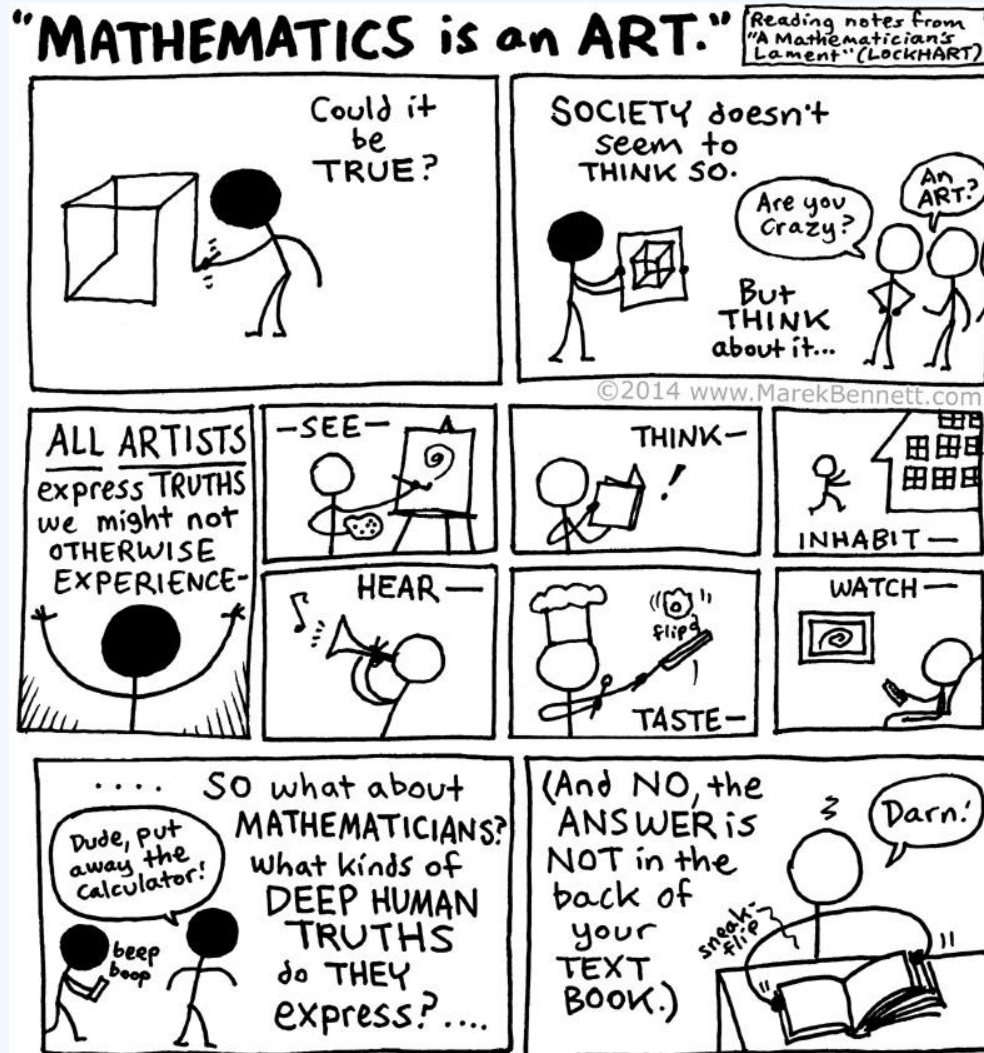
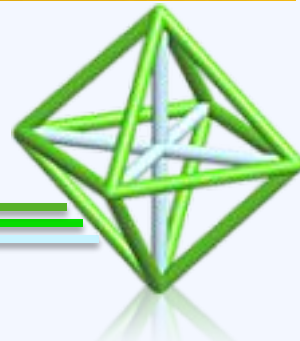


Reflecting on Practice

Portland;
day four
2019



**AND
NOW
FOR
SOMETHING
COMPLETELY
DIFFERENT**

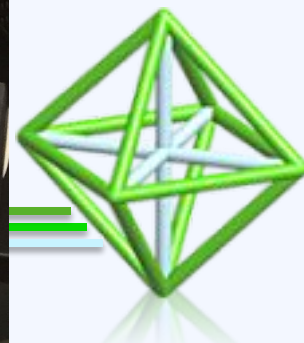
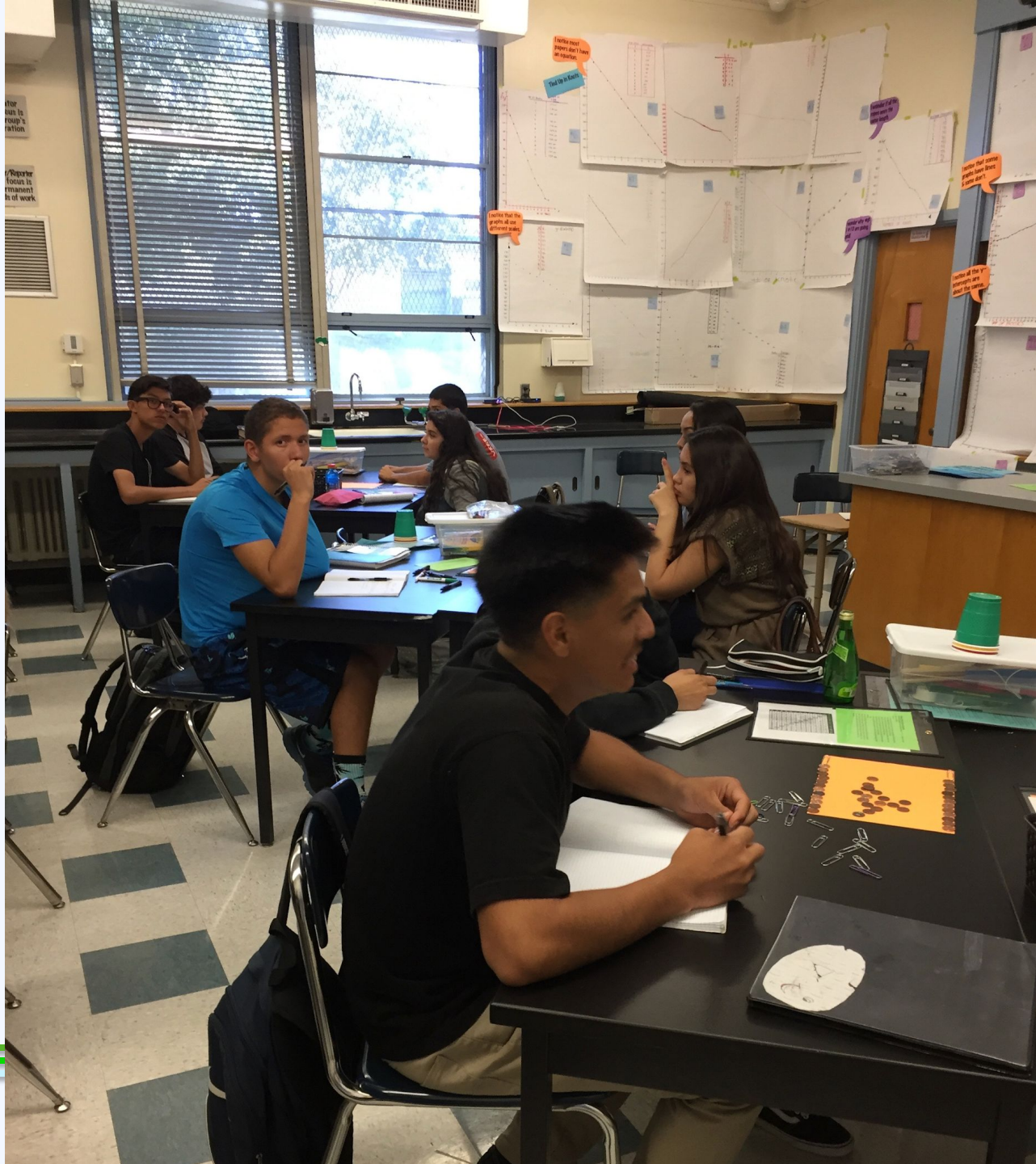


All on the Wall

What if you are not picking and choosing which student work to share with the whole class?

What if everyone's work is available for everyone to look at, think about, respond to?!

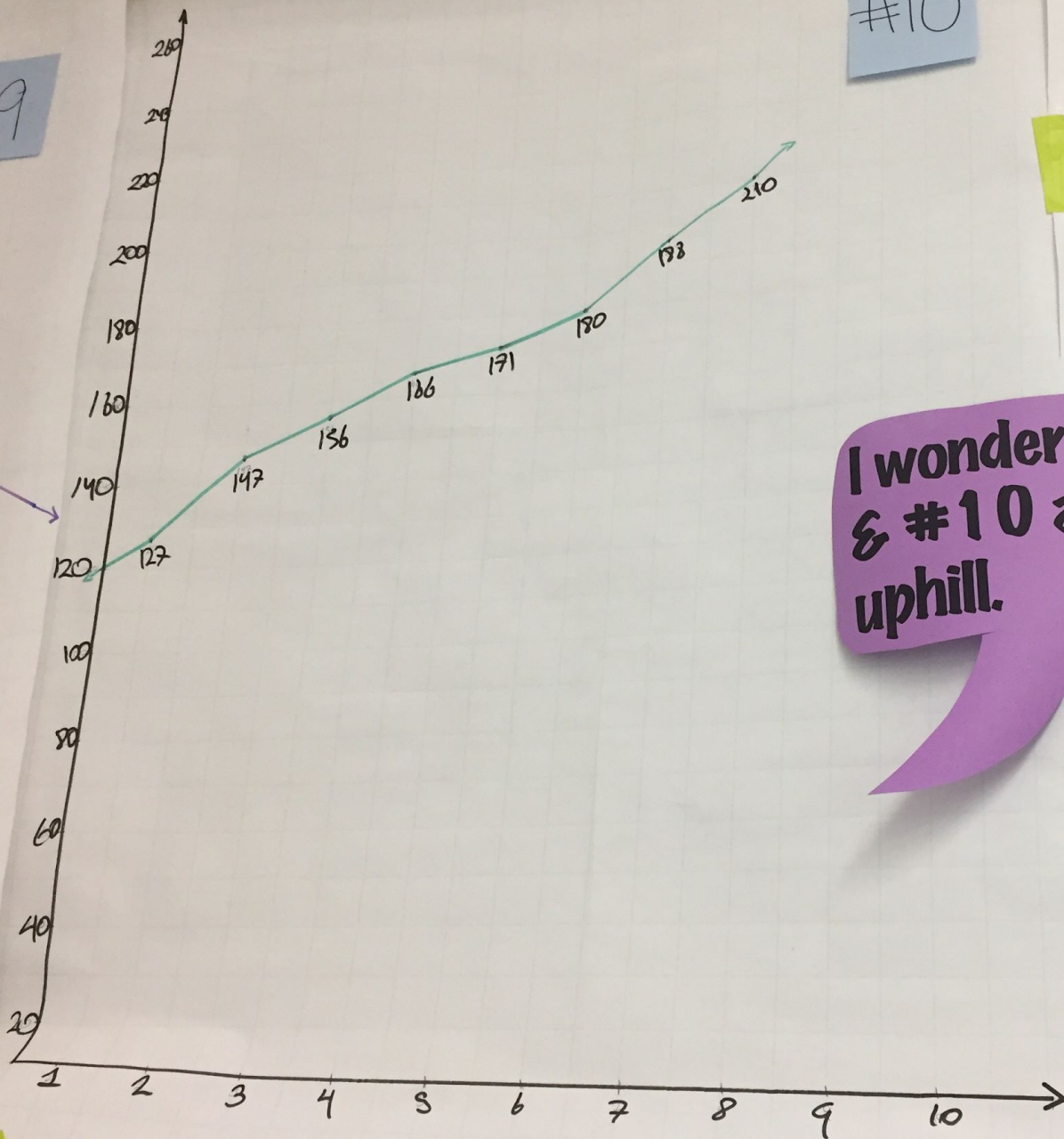




#9

#10

MEASUREMENTS



I wonder why #8
& #10 are going
uphill.

160
150
140
130
120
110

1 2

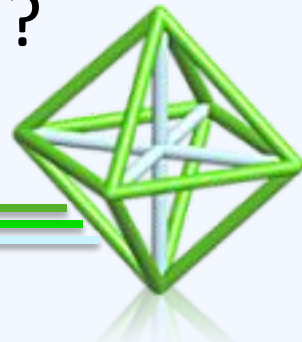
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Compare/Contrast

ReEngage vs. 5 Practices vs. All on the Wall

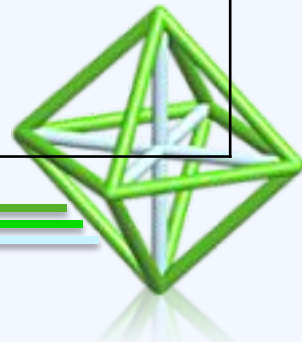
What opportunities do you imagine for students to think and talk productively about the work and move their own thinking forward in each of approach?

What challenges do you imagine in supporting students to think and talk productively about the work and move their own thinking forward in each of approach?



Compare/Contrast

	Re-Engagement	5 Practices	All on the Wall
Opportunity/ Support for productive student reasoning & sense-making			
Challenges to productive student reasoning & sense-making			



Issues of Academic & Social Status

What status issues do you see being addressed through the public use of genuine student work? In what ways?

What status issues do you see being exacerbated through the public use of genuine student work? In what ways?



Invitations & Toeholds

As professional educators, we have an ethical obligation to continually invite previously disengaged, absent, or distracted students to get back into the work at hand.

We have an equal obligation to make it possible for them to do this productively.



Revisiting the Last Three Days

How can you use artifacts...

- To benefit you as the teacher?
- To benefit individual students?
- To benefit the classroom community?



Revisiting the Last Three Days

What we did....

- Notice & Wonder
- Lenses for looking
- Stand & talk
- 4 A's protocol
- Feedback at scale
- 4 quarters marking
- Eavesdropping
- Round robin
- Mingle, mingle, mingle
- Silent communication
- Question “game”
- Groupwork
- Re-engagement
- 5 Practices
- All on the wall
- Speech bubbles



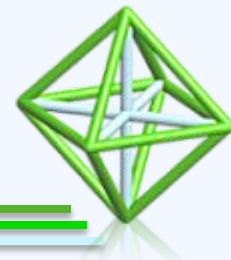
why > how

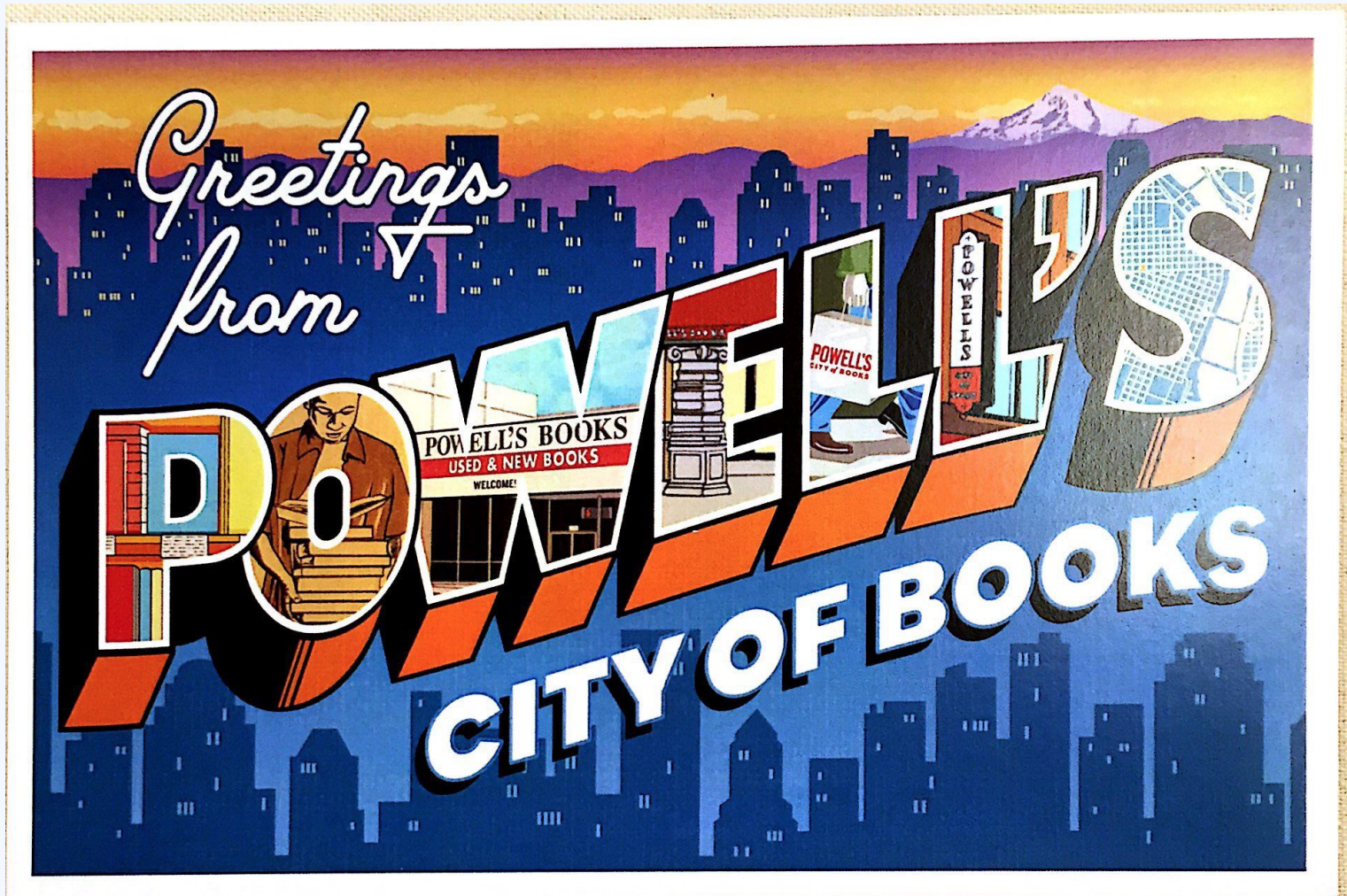




Goal Setting

What's your goal(s) for returning to your school setting, your classroom, and welcoming your students to a productive year of learning mathematics?





Focus on dichotomies!
Not good / bad.

As teachers, we need to make choices.

