



# Building on Equity Day 1

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## Building on Instructional Practice

# Equity

- + Take a paper from the table by the door.
- + Sit at the table that matches your expression.
- + Access resources at [professionallearning.cpm.org](https://professionallearning.cpm.org)  
File Cabinet → Building on Equity
- + Create a name tent to share with your team.

Pronouns	Years of Teaching Experience
<b>Name</b> (Phonetic Pronunciation)	
Adjective to Describe Self	Favorite Snack



@CPMEducationalprogram



@CPMmath

#MoreMathforMorePeople

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# Equity: Building on Instructional Practice

## Introductions

Pronouns		Years of Teaching Experience
<b>Name</b> (Phonetic Pronunciation)		
Adjective to Describe Self		Favorite Snack

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<b>Name</b> (Phonetic Pronunciation)		
Adjective to Describe Self		Favorite Snack

# OpenTip

## Getting Session Resources



File Cabinet

The Parking Lot\*\*\*

Ashley Boyd

- Dashboard
- Profile
- Learning Log
- File Cabinet
- CPM eBooks
- Messages
- Preferences
- Log out



- 01. Foundations for Implementation
- 02. Building on Assessment
- 03. Building on Equity
- 04. Building on Discourse
- 05. Building on Foundations

ation of)  
documents so they are easily accessible  
ild upon across this three day learning event.

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# Opening

## Icebreaker



# Turn and Talk: Getting to Know You

Find your elbow partner.

- + Name, pronouns, what/where you teach.
- + Share and respond to at least one of the following:
  - + "What brings you to this session?"
  - + "Honestly, I am feeling..."



For example:

- + **Jocelyn, She/her, Middle school teacher, from Connecticut.**
- + **Today I am here to bring more math to more people, to talk about topics I'm not always comfortable with, and looking for support from all of you when I get uncomfortable.**



# Opening

## Team Builder



### Tower of Terror Activity

Identify your team's strengths as you complete this activity.



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# Opening

## Team Builder Debrief



### What could a teacher or facilitator do to make it easier for everyone to be involved?



How did your feelings change throughout the activity?



Did everyone contribute? Did everyone contribute in the same way? Did anyone take over?



As a facilitator, what did I do to help your group contribute equally? What else could I have done?



Humans seek belonging. How might we make every student feel like they belong?

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# Opening

## Belonging



## Think-Pair-Share

- + What impact(s) can the feeling of not belonging in math have on a student?
- + What causes students to feel like they don't belong?

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# Opening

## Gatekeepers



## Think-Pair-Share

- + What ***school*** structures affect access to mathematics?
- + What ***classroom*** structures affect access to mathematics?

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# Opening

## Why Equity



“Equity articulates and advances high expectations for all students and applies culturally relevant pedagogies and content consistent with a shared vision for learning and teaching.”

*(The Elements: Transforming Teaching through Curriculum-Based Professional Learning, Carnegie Corp, 2020)*

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# Opening

## Dimensions of Equity



### What is Culturally Responsive Education?

**MULTICULTURAL  
EDUCATION**

**SOCIAL JUSTICE  
EDUCATION**

**CULTURALLY RESPONSIVE  
EDUCATION**

**CULTURALLY RESPONSIVE  
EDUCATION**

Focuses on improving the learning capacity of diverse students who have been marginalized educationally.

Centers around the affective & cognitive aspects of teaching and learning.

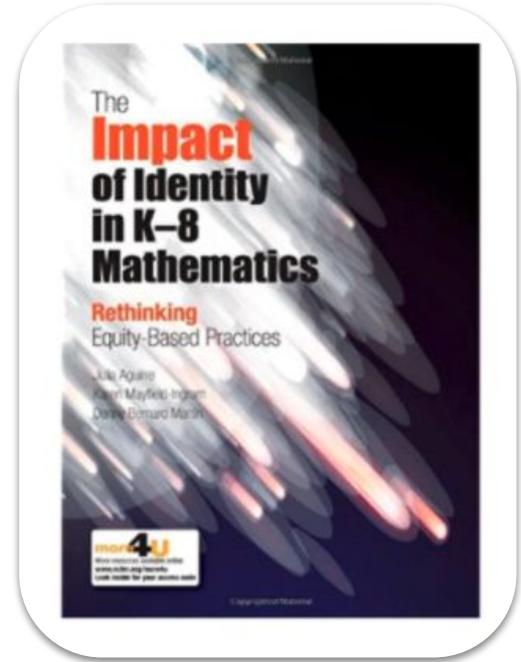
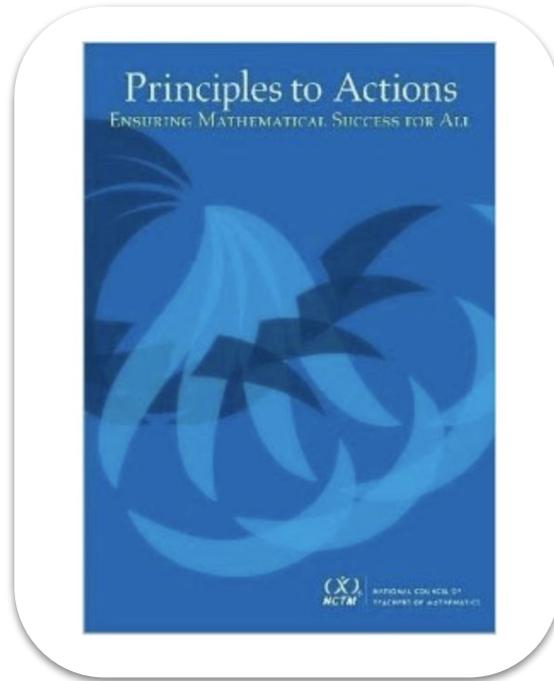
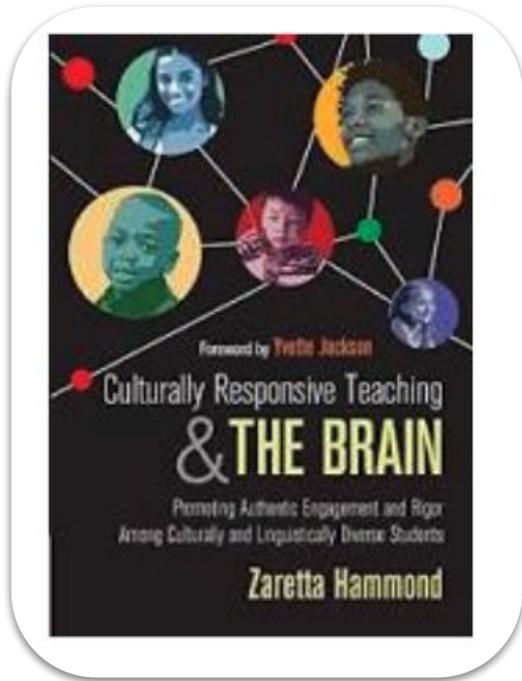
Efforts to accelerate learning live here.

Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color.

**Independent Learning for Agency**

# Opening

## Sources that Inform Our Work





## CPM's Equity Principles

The goal of teaching is to help all students transition from dependent to independent learners.

Relationships are of vital importance.

Student uniqueness is an asset, not a deficit.

Reflection is a crucial part of growth.

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# Opening Vision



"Equity isn't a destination but an unwavering  
commitment to a journey."

"The problem arises when we view this leader as  
an equity 'expert' rather than a  
dedicated, lifelong equity student."

*(Educational Leadership, Dugan, March 2021)*

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# Opening

## Session 1 Outcomes



### Together we will:

- + Reflect on how **math identity**, **math agency**, shared **math authority**, and classroom **status** affect students as independent learners.
- + Curate strategies that **elevate student status** and **develop independent learners** in order to create an equitable classroom culture.
- + Begin an **Equity Action Plan** to support the development of independent learners.
- + Identify ways to **maximize instructional impact by forming learning alliances** that hold students to high expectations.

# Opening

## Agenda



### Morning



Opening



Math Task: Planning to Promote Equity



Beliefs and Identity



Lunch

### Afternoon



Math Task: Rough-Draft Talk



Building Learning Partnerships



Session Closure

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# Opening

## Classroom Norms



## Think-Ink

- + Make a list of some of the classroom norms you have used, created, or experienced in the past.
- + Locate and read the first five REDI agreements (page 1).

### Professional Learning Portal:

Click on the **arrow** on the top right side by your name.

Next choose **File Cabinet** → **03 Building ...on Equity** → **03 REDI Agreements**

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# Opening

The REDI (Race Equity Diversity & Inclusion) Agreements



**With your elbow partner:**  
**Turn and Talk**

- + How are norms and the REDI agreements similar?
- + How are they different?

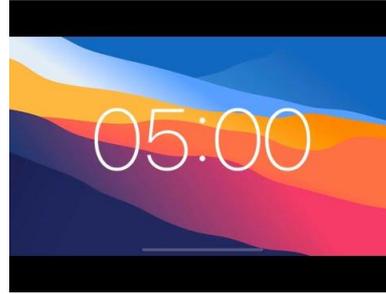
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# Opening

## Why Start with Agreements?



**Dyad**



- + What new insights do you have about the differences between norms and agreements?
- + How do you see yourself using these agreements in your classroom?

### Professional Learning Portal:

Click on the **arrow** on the top right side by your name.

Next choose **File Cabinet** → **03 Building ...on Equity** → **00 Links for Participants** → **Day 1** → **First Link**

Open the link for ***Why Start with Agreements?***

---

# Opening

REDI (Race Equity Diversity & Inclusion) Working Agreements



## REDI Working Agreements

Stay  
engaged.

Speak  
your truth.

Experience  
discomfort.

Expect and  
accept  
non-closure.

Grace  
with  
yourself.

Grace  
with  
others.

---

# Opening

## Learning Event Intentions



### What is the pact that you will make with yourself today?

- + "I intend to..."
- + "I give myself permission to..."
- + "I will give myself the opportunity to..."
- + "I will show myself grace by..."
- + "I will challenge myself by..."
- + "I will show up for myself by..."

"What is powerful about Agreements is that they are a pact you make with yourself".  
-The Equity Lab

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# Opening

## Agenda



### Morning



Opening



Math Task: Planning to Promote Equity



Beliefs and Identity



Lunch

**Learning Target:**  
Consider how current teaching strategies can be used to intentionally promote equity.

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# Planning To Promote Equity

## Reflection on Classroom Culture



## Think-Ink

### Currently, how do you intentionally plan to:

- + Build an equitable classroom culture beginning with the first day of school?
- + Ensure that every student sees themselves as part of your classroom community?
- + Anticipate challenges you and your students may face on the first day of school?
- + Provide an entry point for every student?

# Planning to Promote Equity

## eBook Access



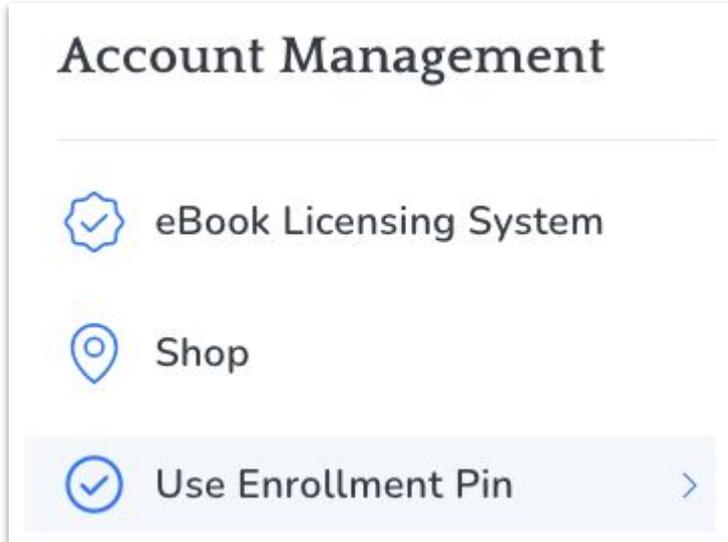
## eBooks Access

[my.cpm.org](https://my.cpm.org)

Use Enrollment Pin

~~XXXXXXXX~~

Go to: **Core Connections Algebra**  
**Lesson 1.1.1**



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# Planning to Promote Equity

Launch - CCA Lesson 1.1.1  
Solving Puzzles in Teams



**Math goal:** Look for patterns and make generalizations.



**Team goal:**  
Pay attention to self and others. Watch your air time,  
and provide time for processing.

---

# Planning to Promote Equity

## Classroom Agreements



We value  
thinking over  
getting correct  
answers.

We believe that  
mistakes are  
opportunities to  
learn.

We believe  
questions and  
discussion  
deepen  
mathematical  
understanding.

# Planning to Promote Equity

Explore - CCA Lesson 1.1.1 (1-2)



## Numbered Heads

**1. Facilitator**



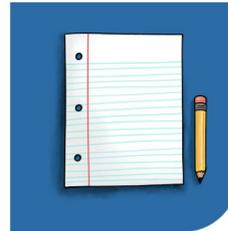
**2. Resource Manager**



**3. Task Manager**



**4. Recorder/Reporter**



# Planning to Promote Equity

## Explore - Four Corner Jigsaw (1-3)



**Facilitators**

$$y = -2x + 34$$

**Resource Managers**

$$y = \frac{-x}{3} - 10$$



**Four Corners  
Jigsaw**

**Task Managers**

$$y = -|3x|$$

**Recorder/Reporters**

$$y = (x - 2)^2$$

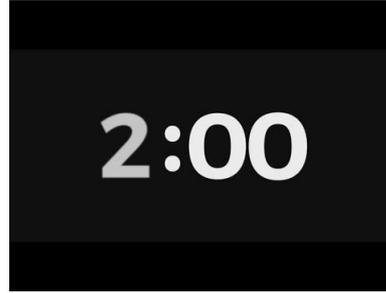


# Planning to Promote Equity

Explore - CCA Lesson 1.1.1 (1-3)



## Four Corners Jigsaw



### Discuss the following:

- + What do you know about this function?
- + What do you know about the kind of output this function produces?

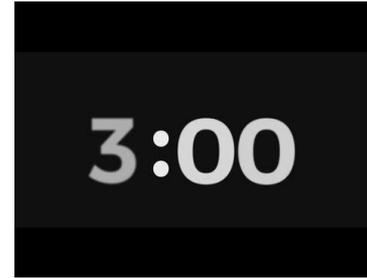
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# Planning to Promote Equity

Closure - CCA Lesson 1.1.1



## Think-Pair-Share



- + How can you describe the patterns you saw in today's lesson?
- + How did the type of output for each equation help you determine the order?
- + What helped you and your partner make progress on the task?
- + What connections do you see between this activity and our classroom agreements?

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# Planning to Promote Equity

## Equity Connections



# THE THREE PILLARS OF CPM

- + **C**ollaborative Learning
- + **P**roblem-Based Learning
- + **M**ixed, Spaced Practice



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# Planning to Promote Equity

## Classroom Connection



### Pair-Share



**How does your experience as a student affect the way you plan to:**

- + Build an equitable classroom culture beginning with the first day of school?
- + Ensure that every student sees themselves as part of your classroom community?
- + Anticipate challenges you and your students may face on the first day of school?
- + Provide an entry point for every student?

---

# Planning to Promote Equity

## Session Outcomes



Together we will:

- + **Reflect on how math identity, math agency, shared math authority, and classroom status affect students as independent learners.**
- + Curate strategies that elevate student status and develop independent learners in order to create an equitable classroom culture.
- + Begin an Equity Action Plan to support the development of independent learners.
- + Identify ways they can maximize their instructional impact by forming learning alliances that hold students to high expectations.

---

# Planning to Promote Equity

Equitable Instruction: Why?



## Math Chat

**Create a t-chart that represents the following:**

- + What are characteristics of independent learners?
- + What are characteristics of dependent learners?

# Planning to Promote Equity

## From Dependent Learners to Independent Learners



The Dependent Learner	The Independent Learner
<ul style="list-style-type: none"><li>+ Is dependent on the teacher to carry most of the cognitive load of a task always</li><li>+ Is unsure of how to tackle a new task</li><li>+ Cannot complete a task without scaffolds.</li><li>+ Doesn't retain information well or "doesn't get it".</li></ul>	<ul style="list-style-type: none"><li>+ Relies on the teacher to carry some of the cognitive load temporarily</li><li>+ Utilizes strategies and processes for tackling a new task</li><li>+ Regularly attempts new tasks without scaffolds</li><li>+ Has cognitive strategies for getting unstuck</li><li>+ Has learned how to retrieve information from long-term memory</li></ul>

(*Culturally Responsive Teaching & the Brain*, Hammond, 2015)

# Planning to Promote Equity

Identity vs. Agency



## Reciprocal Teach



- + **Individually read Catalyzing Change p.28-29.** (4 min)
- + **Partner Up:** (2 min)
  - + Partner A explains Mathematical Identity
  - + Partner B explains Mathematical Agency

### File Cabinet:

Click on the **File Cabinet** on the right side.

Next choose **Building on Equity**.

Click on the document **04 Catalyzing Change p. 28-29**.

---

# Planning to Promote Equity

SEAD Themes



## Social Emotional and Academic Development (SEAD)

### Agency

Combines  
identity  
(who we are)  
with what we  
can do

### Belonging

Sense of  
fitting in or  
feeling like  
you are an  
important  
member of a  
group

### Discourse

Ways of  
representing  
thinking,  
talking,  
agreeing, and  
disagreeing

### Identity

Deeply held  
beliefs about  
our ability to  
participate  
and perform  
and use math  
effectively in  
our lives

---

# Planning to Promote Equity

Strategies that Support the SEAD Themes



## Dyad

### Take turns to respond to the following:

- + How do the strategies listed on the Teacher Toolkit support the SEAD Themes?
- + What strategies do you already use that support the SEAD Themes?

# Planning to Promote Equity

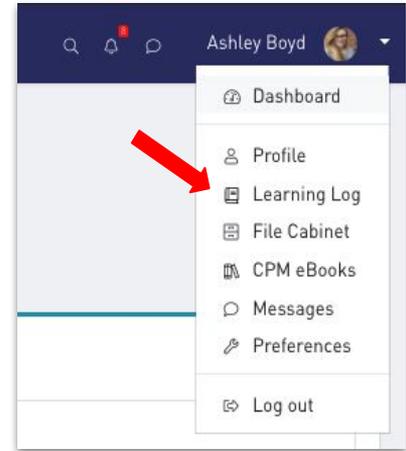
## Learning Log



### Learning Log Entry:

*Title: Supporting the SEAD Themes in the Classroom*

- + *Which SEAD Themes are strengths in your classroom? Which would you like to improve?*
- + *What strategies from the Teacher Toolkit would you like to use?*



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# Planning to Promote Equity Closure

Reflection on Learning Target and Success Criteria



## Whiparound

### Learning Target:

Consider how current teaching strategies can be used to intentionally promote equity.

### Success Criteria:

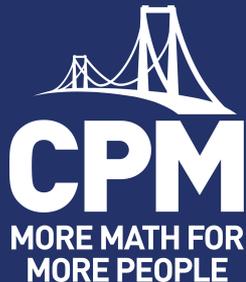
1. Define independent and dependent learners.
2. Name the SEAD Themes.
3. Identify teacher moves that support active learning for more students.

---

## Quick Tasks - 3 min

### Before heading out to break:

- + Add any additional instructional strategies discussed in your teams to the Teacher Toolkit.
- + Grab a colleague and participate in one of the centers around the room to build our classroom community.



@CPMeducationalprogram

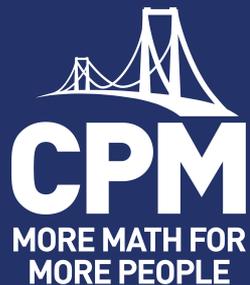


@CPMmath

#MoreMathforMorePeople

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Break - 10 min



@CPMeducationalprogram



@CPMmath

#MoreMathforMorePeople

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# Opening

## Agenda



### Morning



Opening



Math Task: Planning to Promote Equity



Beliefs and Identity



Lunch

**Learning Target:**  
Reflect on how your own math identity and beliefs can impact your classroom.

---

# Beliefs and Identity

## Working Agreements



# REDI Working Agreements

Stay  
engaged.

Speak  
your truth.

Experience  
discomfort.

Expect and  
accept  
non-closure.

Grace  
with  
yourself.

Grace  
with  
others.

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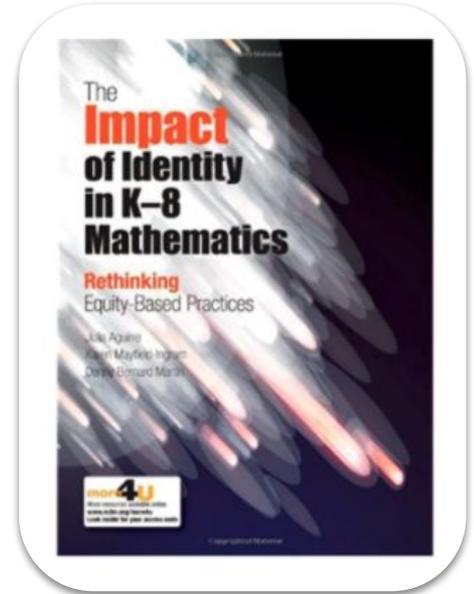
# Beliefs and Identity

## More Productive and Less Productive Beliefs



“...*Mathematics teacher identity* -- an identity that consists of knowledge and lived experiences, interweaving to inform teaching views, dispositions, and practices to help children learn mathematics”

(Impact of Identity in K-8 Mathematics, 2013)



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# Beliefs and Identity

## Equity Beliefs Sort



### Your Tasks:

1. Go into the **filing cabinet** and open the **Building on Equity**
  - i. Open up **00 Links for Participants PDF**
  - ii. Download **Equity Beliefs Sort** and make a copy.
2. Follow directions on slides to complete both Beliefs Sorts. **(8 mins)**
  - i. if you need to enlarge, use the magnifying glass in google slides
3. Debrief with your elbow partner. **(5 mins)**

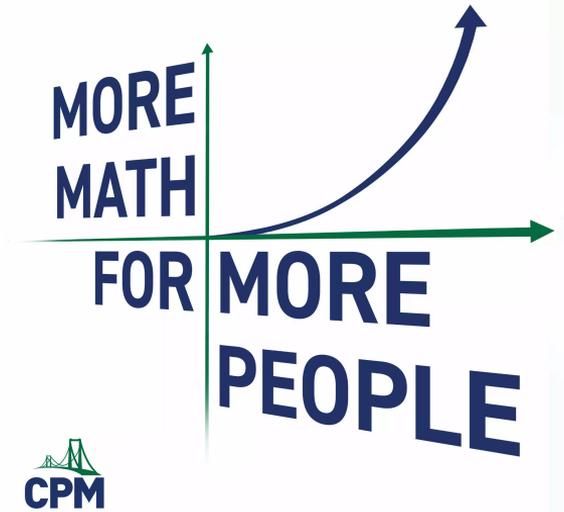
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# Beliefs and Identity

## Debriefing the Beliefs Sort

**CPM Newsletter September 2020:** Beyond being an ally, we are staking out a position as advocates. We recognize that as a curriculum in use in thousands of classrooms nationwide, we are the institution, and so we must be the change.

**CPM Equity Vision Statement:** CPM envisions a world where mathematics is viewed as intriguing and useful and is appreciated by **all**; where powerful mathematical thinking is an essential, universal, and desirable trait; and where people are empowered by mathematical problem solving and reasoning to solve the world's problems.



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# Beliefs and Identity

Debriefing the Beliefs Sort



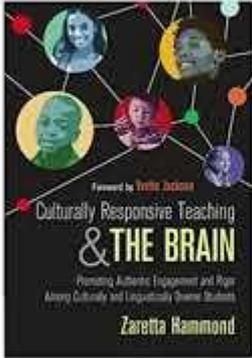
## Think-Share



- + How have you seen these less productive beliefs create inequity in education?
- + How do the productive beliefs open math to more students?
- + How might your beliefs impact relationships with your students?

# Beliefs and Identity

## Culturally Responsive Teaching



Culturally Responsive Teaching  
& THE BRAIN

# The Research

Zaretta Hammond



**CPM** CPM EDUCATIONAL PROGRAM

MORE MATH FOR MORE PEOPLE

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# Beliefs and Identity

Video Reflection



## **Individually reflect:**

*How do you build trust and show care in all facets of your classroom?*

(Consider: routines, classroom culture, team building, language used, assessments, homework, etc.)

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# Beliefs and Identity

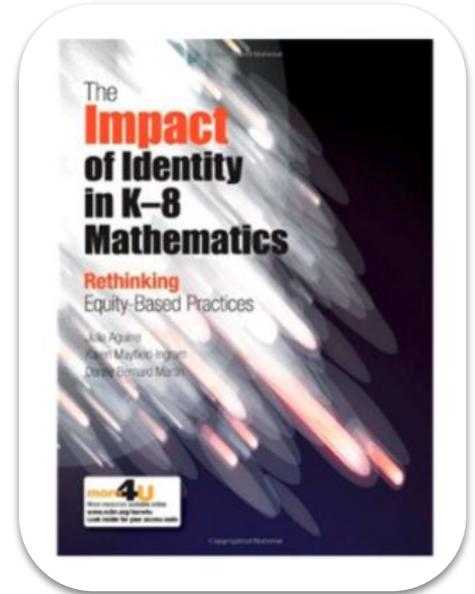
## Math Identity Survey



“Teachers’ identities as math learners shape their math teacher identities and, in turn, influence the decisions and actions enacted in math classrooms.”

(The Impact of Identity in K-8 Mathematics, 2013)

[Insert link to your own mathography here](#)



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## Beliefs and Identity

### Math Identity Survey



### **Reflect on your math identity:** *(10 min)*

- + Complete the Math Identity Survey.
- + Identify at least 1 excerpt & picture to share that represents your math identity.

### **Summarize your math identity:** *(5 min)*

- + Share excerpts from Math Identity Survey with your team.

---

# Beliefs and Identity

## Math Identity Survey Debrief



### Proximity Partner

- + In what ways have you invited students to share their math identity in the classroom?
- + How might you use this activity, or parts of this activity with students, teachers, administrators, etc.?

---

# Beliefs & Identity Closure

Reflection on Learning Target and Success Criteria



## Whiparound

### Learning Target:

Reflect on how your own math identity and beliefs can impact your classroom.

### Success Criteria:

1. Reflect on beliefs about teaching math that research has found to be productive and unproductive.
2. Reflect on how parts of your math identity may impact your classroom.

---

# Equity Day 1

## Morning Highlights



- + What equitable practices have we learned about or experienced that can help us create independent learners?
- + What practices should we add to our Teacher Toolkit?
- + What resources are available to us as we Plan to Promote Equity?

---

# Lunch

- + We will sit in new teams after lunch.
- + Be ready to share your mathography with your new teammates.
- + See you at **xx:xx**



# Afternoon



Math Task: Rough Draft Talk



Establishing Learning Alliances



Session Closure

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# Rough-Draft Talk

Getting to Know One Another



## Welcome Back!

### 1. Sort Instructions

2. Share some part of the following from your mathography with your new teammates:

- + About you
- + About you as a student
- + About you as a math student



---

# Rough-Draft Talk

## Agenda



### Afternoon



Math Task: Rough-Draft Talk



Building Learning Partnerships



Session Closure

**Learning Target:**  
Analyze the effectiveness of rough-draft talk as a strategy to elevate student status and independence.

---

# Rough-Draft Talk

## Messages about Math



**Watch** the video testimonial, and reflect on one of the following:

- + How do we help our students feel seen in our mathematics classroom?
- + What messages are we sending students about what it means to be good at math? How do we send these messages?
- + What does it mean to do math?

---

# Rough-Draft Talk

Video Testimonial from Lisa Amick



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## Rough-Draft Talk, Part 1



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# Rough-Draft Talk

## Video Reflection



## Turn & Talk

### Discuss with your elbow partner:

- + How do we help our students feel seen in our mathematics classroom?
- + What messages are we sending students about what it means to be good at math? How do we send these messages?
- + What does it mean to do math?

# Rough-Draft Talk

What is Rough-Draft Talk?



## Rough-Draft Talk looks like...

- + False starts
- + Expressions of uncertainty
- + Incomplete or imperfect sentences.
- + Exploratory talk
- + Talking to learn

### quick reads

a good idea in a small package

## Rough-Draft Talk in Mathematics Classrooms

Amanda Jansen, Brandy Cooper, Stefanie Vascellaro, and Philip Wandless

*This is (a seventh grader):* I'm kind of really shy, so I'm, like, super conscious about when it comes to answering in front of people. . . . I was, like, always nervous that it would be wrong (Jansen 2006, p. 416).

Some students are reluctant to participate in whole-class discussions. But if they do not participate, their peers will not learn from them. During discussions, many students believe that they should perform a "final draft" of correct and complete solutions (Jansen 2009). How can we create a classroom culture that supports continued learning during classroom discourse?

Exploratory (or rough-draft) talk is one such productive strategy. Learning anything new involves "working on understanding" (Barrett 2008, p. 3). Rough-draft talk looks like false starts, expressions of uncertainty, and incomplete or imperfect sentences.

Rough-draft talk is talking to learn. Familiar to students from language arts, rough-draft talk occurs when ideas become more connected and organized. Similar to writing, rough-draft talk is an iterative process.

Creating a normative practice of rough-draft talk supports the engagement of more students. If rough-draft talk is valued, brainstormed ideas are welcomed. More students are likely

to take risks rather than freeze during challenging tasks. Valuing a wider range of contributions invites greater involvement, in contrast to the same students who participate frequently or not at all.

When teachers create spaces for rough-draft talk, they continue to choose mathematical tasks that promote particular understandings, but they adjust their classroom discourse practices. For instance, to promote rough-draft talk, teachers talk more explicitly about how people learn and the role of talk in learning, highlighting that learning takes time and that talking through in-progress ideas supports learning. Three principles and practices support rough-draft talk. (See table 1.)

**Principle 1: Foster a culture supportive of intellectual risk taking.** Explicitly tagging initial discussions of solutions as "rough drafts" encourages students to share in-progress thinking. This tagging reduces the threat of being wrong. A nonevaluative stance by the teacher empowers students.

To create a culture of risk taking, a teacher used a nonevaluative routine to discuss students' thinking. She displayed a task and directed students to first use rough-draft talk in small groups. Groups shared initial ideas

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304 MATHEMATICS TEACHING IN THE MIDDLE SCHOOL • Vol. 22, No. 5, December 2016/January 2017  
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*Rough-Draft Talk in Mathematics Classrooms, 2017, Jansen et al.*

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# Rough-Draft Talk

Mitigating Student Status



## Using Rough Draft Talk...

- + Fosters a culture supportive of intellectual risk taking.
- + Promotes the belief that learning mathematics involves revising understanding over time.
- + Raises students' statuses by expanding on what counts as a valuable contribution.

*Rough-Draft Talk in Mathematics Classrooms, 2017, Jansen et al.*

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# Rough-Draft Talk

Messages about Math



**Watch** the video testimonial.



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Rough-Draft Talk, Part 2

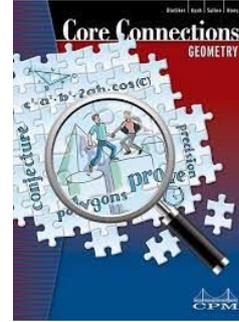


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# Rough Draft Math Talk

CCG Lesson 8.1.5

Finding Areas of Regular Polygons



**Math goal:**

Generalize a method for finding the area of any regular polygon.



**Team goal:**

Share your ideas. Every idea is important.

# Rough-Draft Talk

CCG 8.1.5



## Pick Three

- |                             |   |  |
|-----------------------------|---|--|
| + Looking for patterns      | + Explaining my thinking and justifying answers | + Keeping people on task                   |
| + Asking questions          | + Noticing details                              | + Following directions                     |
| + Understanding vocabulary  | + Organizing                                    | + Learning from our mistakes               |
| + Making a drawing or model | + Predicting                                    | + Remembering similar problems             |
| + Acting out the problem    | + Writing equations from patterns               | + Encouraging my team members to persevere |
| + Helping others            | + Looking at things in different ways           | + Other: _____                             |
|                             | + Reading aloud                                 |  |

2:00



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# Rough Draft Math Talk

## CCG Lesson 8.1.5

### Finding Areas of Regular Polygons



**Read your Team Role responsibilities on the placemat:**

**Problem 8-47a:**

- + Individual Think Time
- + Share Rough Draft Thinking with Team
- + Swapmeet

---

# Rough Draft Math Talk

## CCG Lesson 8.1.5

### Finding Areas of Regular Polygons Cont.



## **Problem 8-47b**

- + Individual Think Time
- + Share Rough Draft Thinking with Team
- + Rough Draft Thinking Whole-Group Presentations

---

# Rough-Draft Talk

## Agreements For Rough-Draft Math Talk



We value a culture of intellectual risk-taking.

We believe that learning mathematics involves revising understanding over time.

We believe that every person has in-progress ideas that are valuable for moving everyone's understanding forward.

---

# Rough-Draft Talk

## Team Presentations



As you listen to your classmates present their rough-draft thinking, look for strategies that are different than yours.

### **Consider the following questions:**

- + *Which geometric tools does this method use?*
- + *How is this method similar to my team's method? How is it different?*
- + *What questions do I have about the work?*
- + *Would this method help find the area of other regular polygons (like a pentagon or 100-gon)?*

---

# Rough-Draft Talk

## Team Final Draft Poster



**Create a stand-alone team poster on your team's vertical non-permanent surface.**

### **Suggested Working Expectations**

- + Share your ideas on your team's Vertical Non-Permanent Surface (VNPS).
- + The person with the marker can only record the ideas of a teammate.
- + Pass the marker to a team member so everyone has a turn.
- + Value all ideas by not erasing others' work without permission.

---

# Rough-Draft Talk

## Lesson Closure



### Gallery Walk

- + Rotate through each team's poster.



### Two Stars and a Wish

#### Use a new post-it for each team to:

- + Record two things you liked about the team's method.
- + Record one question you have about this method.

---

# Rough-Draft Talk

## Risks & Benefits



### Whip-Around



### Individually reflect on the following:

- + What are some of the benefits of Rough-Draft Math Talk?
- + What might be some of the risks or drawbacks?

---

# Rough-Draft Talk

## Student Experience



“I do not know when I was labeled as learning disabled (LD). It was not until junior high and maybe into high school that the term LD started to surface with frequency. For years, my fellow LDers and **I wondered what LD meant**. No one ever told us. We did know that it set us apart from others and that we were different. Being LD was not something that we received awards for. **It was secretive and suspicious**. It was something talked about in hushed tones. It was discussed at secret parent/teacher meetings. It was the reason that I had to go to summer school. **Is it any surprise then, before I knew what LD meant, I felt ashamed about being LD?**”

*(My Dyslexia is Like a Bubble, Lambert et al., 2019, p. 10)*

---

# Rough-Draft Talk

## Silent Debate



### Silent Debate



- + Elbow partners need one pencil and one piece of paper to share.
- + Taller partner is pro/for position. Shorter partner is the con/against position.
- + Take turns responding to the statement: ***“Rough-Draft Talk is an effective strategy for getting every student to share their ideas.”***
  - + Taller partner writes a pro or supportive statement.
  - + Shorter partner reads the statement, and writes a comment against.
  - + Repeat 3-4 times, *silently*.

---

# Rough-Draft Talk

SEAD Themes



## Social Emotional and Academic Development (SEAD)

### Agency

Combines  
identity  
(who we are)  
with what we  
can do

### Belonging

Sense of  
fitting in or  
feeling like  
you are an  
important  
member of a  
group

### Discourse

Ways of  
representing  
thinking,  
talking,  
agreeing, and  
disagreeing

### Identity

Deeply held  
beliefs about  
our ability to  
participate  
and perform  
and use math  
effectively in  
our lives

---

# Rough-Draft Talk

Reflection on Learning Target and Success Criteria



## Whiparound

### Learning Target:

Analyze the effectiveness of rough-draft talk as a strategy to elevate student status and independence.

### Success Criteria:

1. Identify how rough-draft talk might be used in your classroom.
2. Discuss how rough-draft talk supports the SEAD themes

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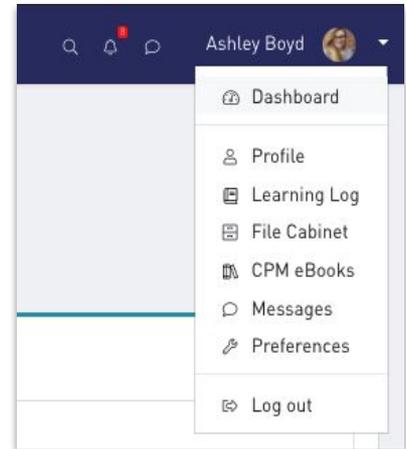
# Rough-Draft Talk

Equitable Instruction: What?



## How does Rough-Draft Talk help us enact the SEAD Themes?

***Add to your Learning Log entry:  
“Supporting the SEAD Themes in  
the Classroom”***



---

# Rough-Draft Talk

Break



## After break:

- + We will be working with *Culturally Responsive Teaching and the Brain.*



@CPMEducationalprogram



@CPMmath

#MoreMathforMorePeople

---

# Rough-Draft Talk

## Agenda



### Afternoon



Math Task: Rough-Draft Talk



Building Learning Partnerships



Session Closure

#### **Learning Target:**

Explore the connections between brain structures and our ability to form trusting relationships with students.

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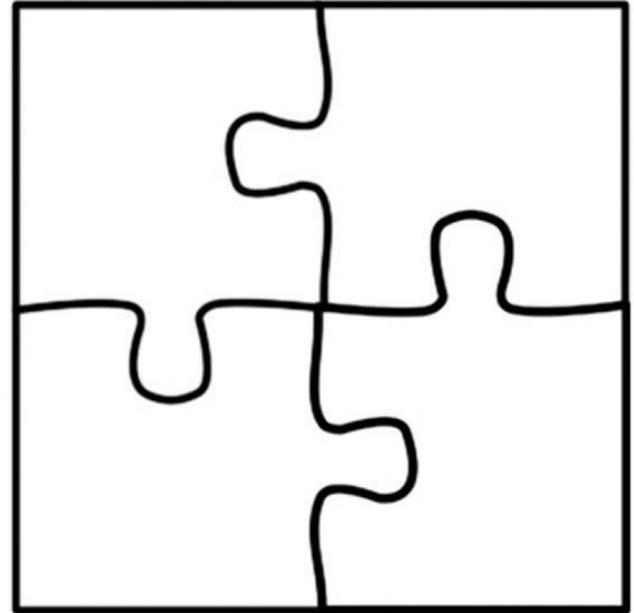
# Building Learning Partnerships

## Brain Structures & Culture



**Each team has one of the following categories for their team's puzzle pieces:**

- + Reptilian Region
- + Limbic Region
- + Shallow Culture



---

# Building Learning Partnerships

## Brain Structures & Culture



## Jigsaw

### As a team:

- + Take turns reading the information on your puzzle piece in this order:
  - 1) Name & info
  - 2) Background information & function
  - 3) Impact on learning
  - 4) Culturally responsive brain rule
- + Synthesize the following on your graphic organizer for your team's puzzle:
  - + Write down 3 facts
  - + Create a #Hashtag (i.e. #keepcalmandthinkon)
- + Recorder/Reporters, please be ready to share out with the whole group.

---

# Building Learning Partnerships

## The Brain & Culture Jigsaw Debrief

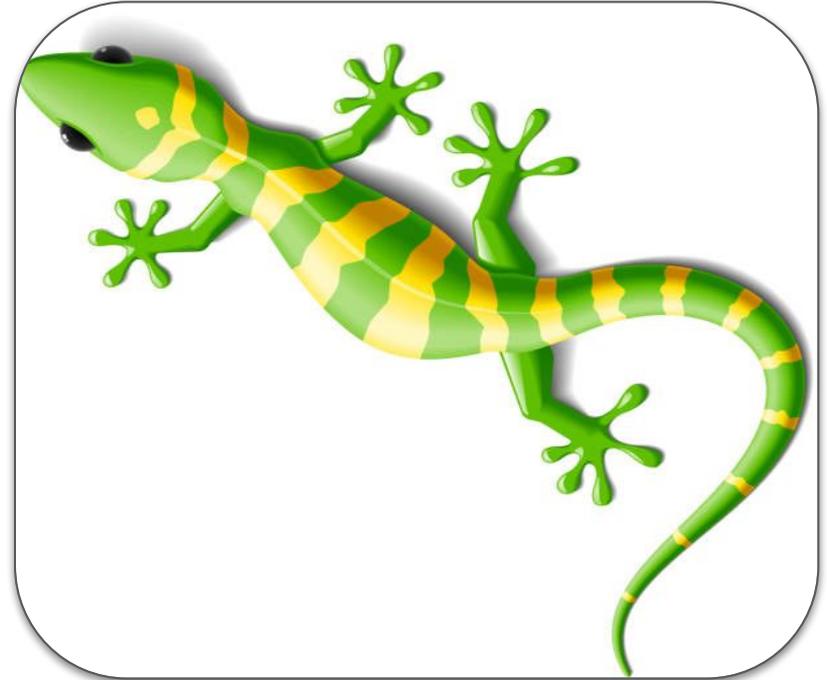


### Reptilian Region

*What is it?*

*Why is it important?*

*What is the brain rule?*



# Building Learning Partnerships

## The Brain & Culture Jigsaw Debrief

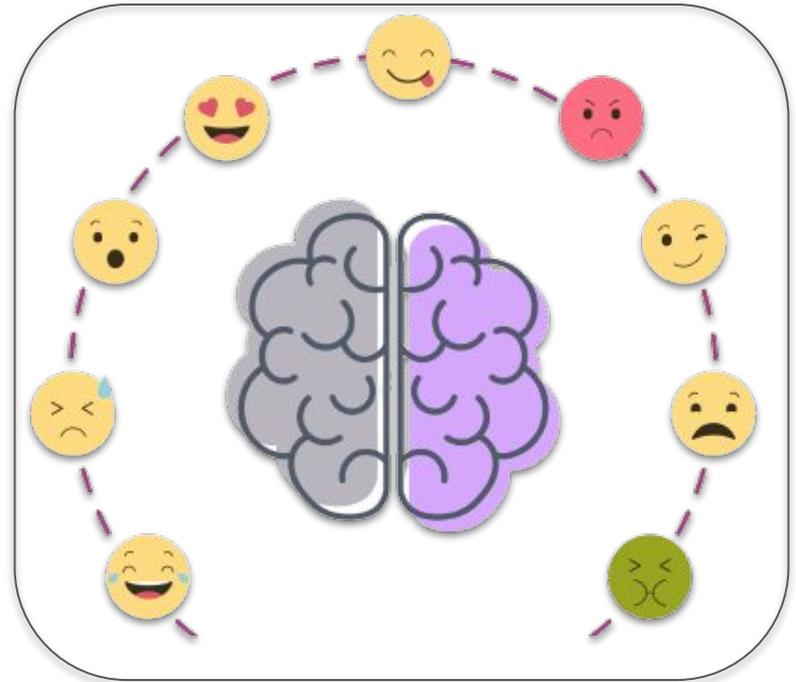


### Limbic Region

*What is it?*

*Why is it important?*

*What is the brain rule?*



---

# Building Learning Partnerships

## The Brain & Culture Jigsaw Debrief

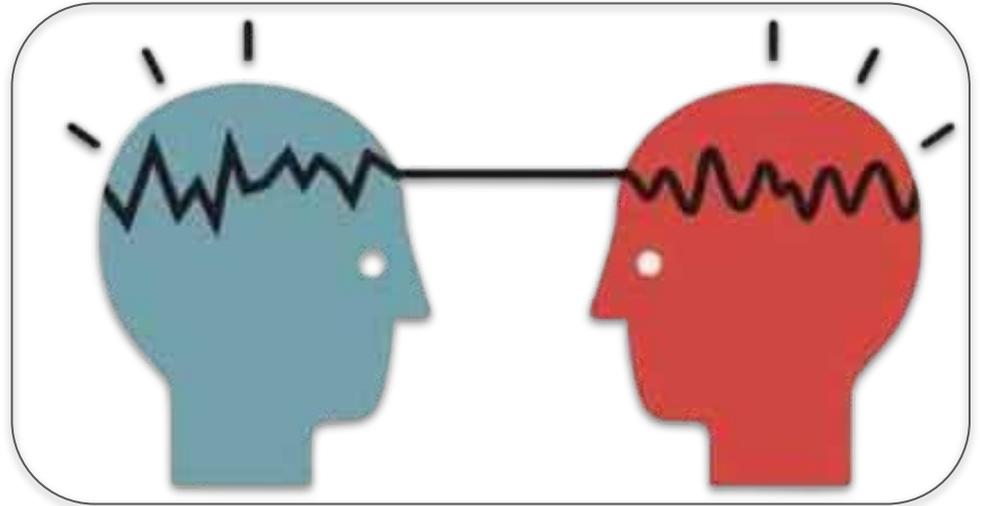


### Shallow Culture

*What is it?*

*Why is it important?*

*What is the brain rule?*



---

# Building Learning Partnerships

Brain Rules: Implications on Learning & Relationships



*Reflect: Which Brain Rule resonates with you and why?*

1. The brain seeks to **minimize social threats and maximize opportunities** to connect with others in the community.

2. **Positive relationships** keep our safety-threat detection system in check.

3. **Culture** guides how we process information.

---

# Learning Partnerships

## Reading



*“At the core of positive relationships is trust.”*

(Hammond, pg. 73)

### **Independently:** (~10 min)

- + Read pgs. 72-77

### **As a team:** (~5 min)

- + When everyone in your team is ready or with 4 minutes remaining, take turns sharing what you learned about trust.



---

# Learning Partnerships

Marble Jar



# Building Learning Partnerships

## My Points of Connection



Figure 5.3 Points of Connection Worksheet

My Points of Connection	
<ul style="list-style-type: none"> <li>What do you see as the best points of connection you can make with your students?</li> <li>In the space on the right, identify a few experiences or stories you might share based on some combination of the trust generators.</li> </ul>	
<b>Trust generators to consider</b> <ul style="list-style-type: none"> <li>Selective Vulnerability</li> <li>Familiarity</li> <li>Similarity &amp; Interests</li> <li>Concern</li> <li>Competence</li> </ul>	

Figure 5.2 Trust Generators

Trust Generator	Definition	What It Looks Like
<b>Selective Vulnerability</b>	People respect and connect with others who share their own vulnerable moments. It means showing your human side that is not perfect.	Sharing with a student a challenge you had as a young person or as a learner. Sharing new skills you are learning and what is hard about it. The information shared is selective and appropriate.
<b>Familiarity</b>	People develop a sense of familiarity with someone who they see often in a particular setting such as at a bus stop everyday or in the café on a regular basis.	Crossing paths with a student during recess or lunch. Bumping into students and their families at a community farmer's market or at a local park. Attending community events that you know the student may have attended.
<b>Similarity of Interests</b>	People create a bond with others who share similar likes, dislikes, hobbies, and so forth. This common affinity allows a point of connection beyond any obvious racial, class, or linguistic differences. This plants the seed of connection in the relationship.	Sharing hobbies, sports, or other things you like that are similar to a particular student's interests. Also sharing social causes that you are passionate about, such as saving the environment or caring for animals.
<b>Concern</b>	People connect when another shows concern for those issues and events important to another, such as births, illnesses, or other life transitions. This plants the seed of personal regard.	Remembering details from a student's life. Demonstrated by asking follow-up questions about recent events.
<b>Competence</b>	People tend to trust others who demonstrate they have the skill and knowledge, as well as the will, to help and support them. This plants the seed of confidence in others.	Students trust the teacher when the teacher demonstrates the ability to teach effectively or make learning less confusing, more exciting, and more successful.

Available on  
**Pg. 79-81** of text

Also available as  
a PDF in the  
**00 Links for  
Participants**  
Document in the  
File Cabinet

*How can I intentionally build trust and rapport with students?*

---

# Rough-Draft Talk

Reflection on Learning Target and Success Criteria



## Whiparound

### Learning Target:

Explore the connections between brain structures and our ability to form trusting relationships with students.

### Success Criteria:

1. Can discuss some brain structures and how they impact learning.
2. Identify a Brain Rule that is important to your own practice.
3. Identify some ways to build trust in student relationships.

# Closure

## Agenda



### Morning



Opening



Math Task: Planning to Promote Equity

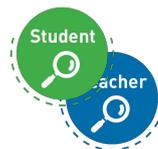


Beliefs and Identity



Lunch

### Afternoon



Math Task: Rough-Draft Talk



Building Learning Alliances



Session Closure

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# Closure

## Session 1 Outcomes

WHAT'S  
STICKING?



Together we:

- + Reflected on how **math identity**, **math agency**, shared **math authority**, and classroom **status** affect students as independent learners.
- + Curated strategies that **elevate student status** and **develop independent learners** in order to create an equitable classroom culture.
- + Began an **Equity Action Plan** to support the development of independent learners.
- + Identified ways to **maximize instructional impact by forming learning alliances** that hold students to high expectations.

---

# Closure

When We Know Better, We Do Better



## Proximity Partners

- + Stand up, push in your chair, touch 2 tables/desks, 3 walls, and a chair.
- + The person closest to you is your partner.
- + Share your response to one of the following:
  - + *I will take..... off my plate so I can add.....*
  - + *Instead of..... I will.....*

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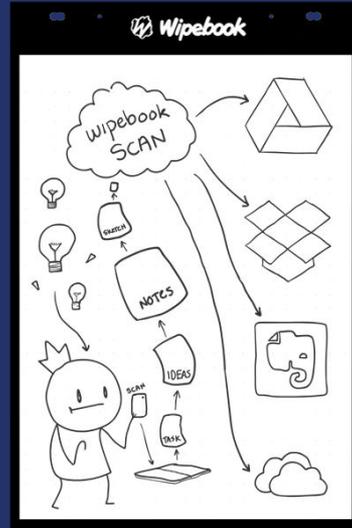
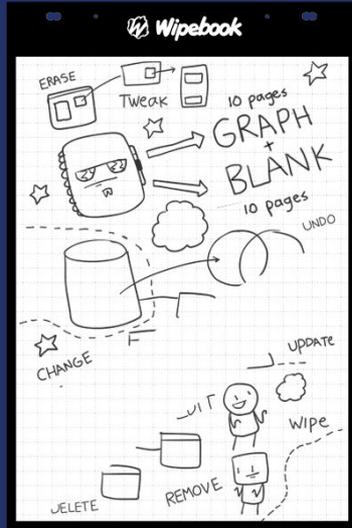
# Closure

## Youth Voices



What might your focus student say, think, or feel?





- + Register and get a 20% off code for online purchases.
- + Enter to win a reusable flipchart! A winner will be chosen every Friday!

 Go to [wipebook.com/cpm](https://wipebook.com/cpm)

Get 20% off anything!

Send Coupon!

# Closure

- + Parking Lot
- + Attendance & Feedback
  - In the Portal
- + Continuing Education Credit

MY DASHBOARD

IN PROGRESS

In-Person Learning Events

Building on Equity - Salt Lake City, UT

Attendance - Day 1

Day 1 Feedback

