



Building on Equity Day 3

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Building on Instructional Practice

Equity

- + Display your name tent.
- + Read over your Equity Action Plan from Days 1 & 2.



@CPMEducationalprogram



@CPMmath

#MoreMathforMorePeople

Opening

Logistics & Announcements

- + Restrooms
- + The Parking Lot
- + Resources
 - + eBook
 - + File Cabinet (and its organization)
 - + Please organize the documents so they are easily accessible.
 - + Reflect and build upon across this 3-day learning event.



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

(organization of) documents so they are easily accessible and build upon across this three day learning event.

Opening

Which One Doesn't Belong? Icebreaker



- + **Individually:**
 - + Analyze the plates, and decide “which one doesn’t belong” and why? (30 seconds)
- + **As a team:**
 - + Take turns introducing yourself to one another.
 - + Share which license plate you decided “doesn’t belong” and why.



Opening

Day 3 Outcomes



Together we will:

- + Understand strategies for promoting information processing that builds intellectual capacity.
- + Practice routines for asset-based feedback and plan to use them in your classroom.
- + Finalize an action plan for implementing equitable instructional practices in the classroom.

Opening

Agenda



Morning

Afternoon



Opening & Culturally Responsive Teaching



Equity Cafe



Asset-Based Feedback



Noticing Student Strengths



SEAD Themes in the Classroom



Session Closure



Lunch

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

Culturally Responsive Teaching

Classroom Connections



What is culturally responsive teaching and how do we do it in math classrooms?

Culturally Responsive Teaching

Culturally Responsive Brain Rules



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.**
4. Attention drives learning.
5. All new information must be coupled with existing funds of knowledge in order to be learned.
6. The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning.

Culturally Responsive Teaching

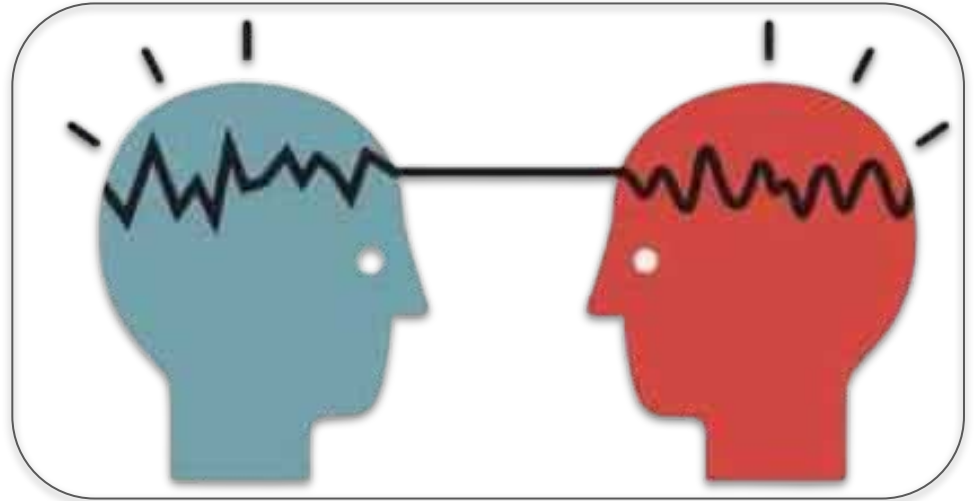
Levels of Culture Pt. 1



Shallow Culture

Unspoken rules around social interactions and norms.

How we interpret disrespect, offense



Culturally Responsive Teaching

Levels of Culture Pt. 2

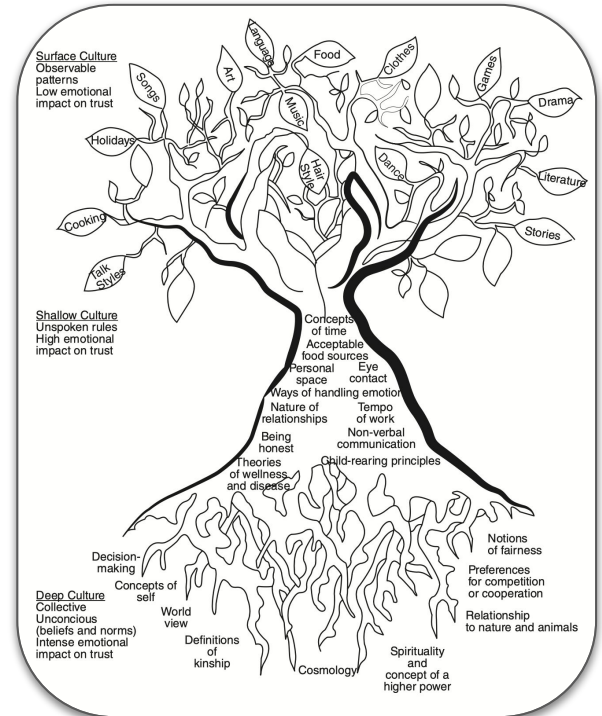


Deep Culture

Shapes how we interpret the world, process information and learn.

Cultural Archetypes (i.e. universal patterns across cultures):

- + Collectivist
- + Individual
- + Oral
- + Written





*“Using **information processing strategies** consistent with culturally and linguistically diverse students from **oral and collectivist** cultures to scaffold deeper conceptual understanding is culturally responsive teaching, without ever having to mention race or **culture.**”*

(Culturally Responsive Teaching & the Brain, Hammond, 2015, p.139)

Culturally Responsive Teaching



Individualism	Collectivism
Focused on independence and individual achievement	Focused on interdependence and group success
Emphasizes self-reliance and the belief that one is supposed to take care of himself to get ahead	Emphasizes reliance on the collective wisdom or resources of the group and the belief that group members take care of each other to get ahead
Learning happens through individual study and reading	Learning happens through group interaction and dialogue
Individual contributions and status are important.	Group dynamics and harmony are important
Competitive	Collaborative
Technical/Analytical	Relational

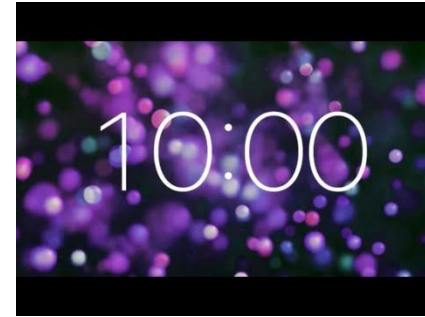
How are traits of each cultural archetype present in your classroom?

Culturally Responsive Teaching

Information Processing Jigsaw



Jigsaw



Read the following as a team:

Facilitator: pg 124-127: Information Processing

Task Manager: Pg. 128-131: Ignite, Chunk, Chew

Recorder/Reporter: Pg. 131-133, scan pg.133-140: Cognitive Routines

Resource Manager: Pg. 146-150: Routines and Rituals, Student Agency and Voice

As you read, consider the following:

What is information processing? Why does it matter?

How does this apply to a math classroom?

Culturally Responsive Teaching

Jigsaw Debrief



Team Whiparound

Take turn sharing about the following in your teams:

- + What is it? Why does it matter?
- + How does this apply to a math classroom?

As a team, decide on 1-2 strategies that you discussed to share with the whole group in an elevator talk.

Consider how your strategy supports Collectivist cultural values and Oral Traditions

Culturally Responsive Teaching

Information Processing Teacher Toolkit



Elevator Talk

Recorder/Reporter summarizes your team's strategies to support Building Intellectual Capacity.

- + We will record your ideas on the Teacher Toolkit.

Consider how your strategy supports Collectivist cultural values and Oral Traditions

Culturally Responsive Teaching

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

Understand how culture affects information processing by revisiting Shallow and Deep Culture.

Success Criteria:

1. Explain how collectivist cultures and oral traditions process information.
2. Identify strategies that support different cultural archetypes and build intellectual capacity.

Agenda

Day 3



Morning



Opening & Culturally Responsive Teaching



Asset-Based Feedback



SEAD Themes in the Classroom



Lunch

Learning Target:
Refine how you give asset-based feedback.

Asset-Based Feedback

Focus Questions



What type of feedback do you tend to provide?

How do you give it to students?

How do your students respond to your feedback?

Why might that be?

Asset-Based Feedback

What is feedback?



Typical Explanations of Feedback:

- | | |
|-----------------------|---------------------------|
| + Comments | + Constructive Reflection |
| + Clarification | + Correction |
| + Criticism | + Cons and Pros |
| + Confirmation | + Commentary |
| + Content Development | + Criterion |



“Often times when feedback is more about the above ten C’s, the students will claim that they did not receive any feedback.”

(Visible Learning Feedback, Hattie and Clarke, p.1)

Asset-Based Feedback

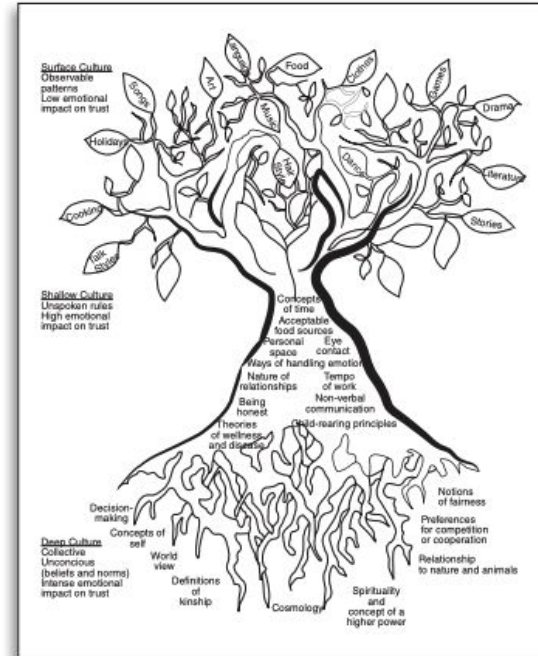
Why is Giving and Receiving Feedback so Challenging?



Culture

- + Perfectionism causes us to focus on what we **can't** do.
- + Defensiveness causes us to perceive feedback as **threatening**. (Jones and Okun, 2001)

Figure 2.1 Culture Tree



(Hammond, pg. 24)

Asset-Based Feedback

Why is Giving and Receiving Feedback so Challenging?

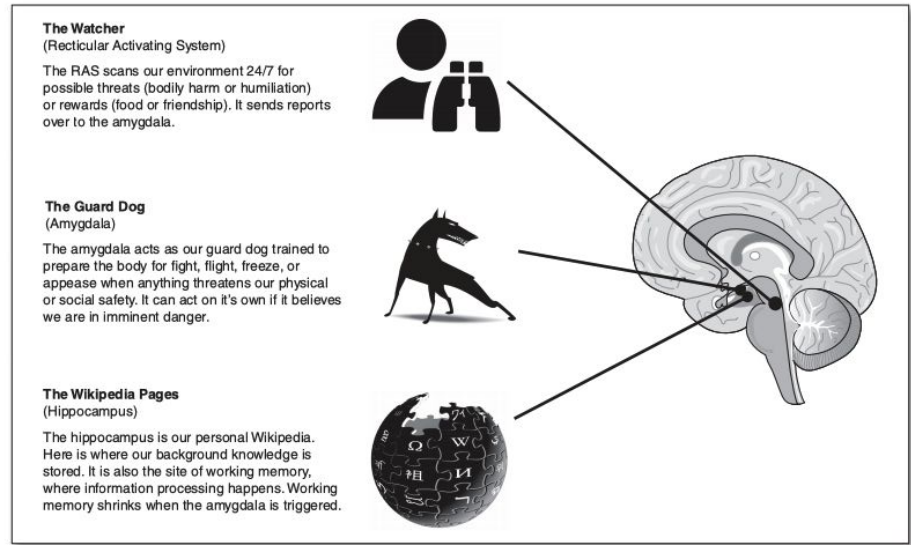


Brain Structures

- + Negativity Bias - The brain remembers and responds to **negative** experiences up to 3 times more than positive experiences.

(Hammond, pg. 113)

Figure 3.2 Three Critical Limbic Brain Functions



(Hammond, pg. 39)

Asset-Based Feedback

Equity of Feedback



Cohen and Steele Research:

*“**Students of color often did not receive timely, actionable feedback** from their teachers either because the **teacher didn’t want to hurt the students’ feelings** or he **didn’t want to be perceived as prejudiced** because he was pointing out errors to a student of color.”*

*“ ‘Helpers’ from the dominant culture who are trying to give feedback **become more indirect and less precise** in their communication in a misguided attempt to equalize a racial, linguistic, or socioeconomic power difference. It backfires because **the student interprets the vagueness as an attempt to hide the truth.**”*



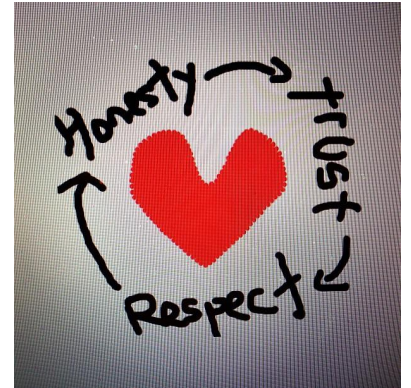
(Culturally Responsive Teaching & the Brain, Hammond, 2015, p.104)

Asset-Based Thinking

Wise Feedback



*“To be helpful, the teacher has to **convey faith** in the potential of the student while being **honest** with the student about the gap between his current performance and the standard he is trying to reach.”*



(Culturally Responsive Teaching & the Brain, Hammond, 2015, p.104)

Asset-Based Feedback

Learning Event eBook Access



eBooks
enroll.cpm.org
Enrollment PIN

####

**One person per team -- Please open up the
Core Connections Geometry ebook to Lesson 1.2.5.**

Asset-Based Feedback

Core Connections Geometry 1.2.5
Using Transformations to Create Shapes



Math goal:

Use tools to model with mathematics in order to create shapes and identify their attributes.



Team goal:

Use Constructive Conversation Starters to ensure everyone understands the math and justifies their reasoning.

Asset-based Feedback

CCG 1.2.5 (Launch & Explore)



As a team:

- + Have one eBook (per team/per partners).
- + Teammates Consult: Read problem 1-90.
 - + You get your pencils back when you agree on what the problem is asking you to do and what tools you might use.

Consider the following questions as you work:

- + How your team created new shapes?
- + What attributes helped you identify the shapes?
- + What shapes were you able to create? How do you know?

Asset-Based Feedback

CCG 1.2.5 - Lesson Closure



Traveling Salesperson

- + Use your work and notes from problem 1-90.
- + The teacher selects a Traveling Salesperson to share their team's new learning with another team.
- + After the Traveling Salesperson shares, the team asks clarifying questions.
- + Return to original team.
- + The teacher selects a new Traveling Salesperson and repeats the process.



Asset-based Feedback

CCG 1.2.5 - Traveling Salesperson



What is something your team generalized or concluded during your work? How do you know it's true?

- + Our team generalized...
- + Our team concluded...
- + We know this is true because...

Asset-Based Feedback

CCG 1.2.5 Student Reflection



Math goal:

Use tools to model with mathematics in order to create shapes and identify their attributes.



Team goal:

Use Constructive Conversation Starters to ensure everyone understands the math and justifies their reasoning.

Exit Ticket Stoplight

+ *Today, I felt confident in...*

+ *Today, I am still working on...*

+ *Today, my learning stopped because...*

Asset-Based Feedback

Debrief Lesson

As a team:

- + **Listening Post:** Explain your task during the lesson and what asset-based feedback is and is not.
- + Review the feedback that your team received.
- + Analyze how the feedback is asset-based.

ASSET-BASED FEEDBACK

 **C**heck-in

Check in with something personal or academic.
Tell me more about...
It seems your team has focused on...
How are you doing with ___?

 **A**ssign Competence

Publicly name an intellectual strength...
I can see you really understand...
You've really improved at...
I see you're using the ___ strategy.
I see you using the math practice ___, by ___.
Your ability to ___ is really going to help with...

 **N**otice

Find a point to move forward on...
I see you're still learning...
I noticed you don't yet understand...
I would like to see...
It seems like...

 **N**ugget - Explain

Leave them with something...
Your next steps are...
A question I have is...
I wonder what would happen if...?
What do you think about...?





Asset-Based Feedback

Debrief Feedback

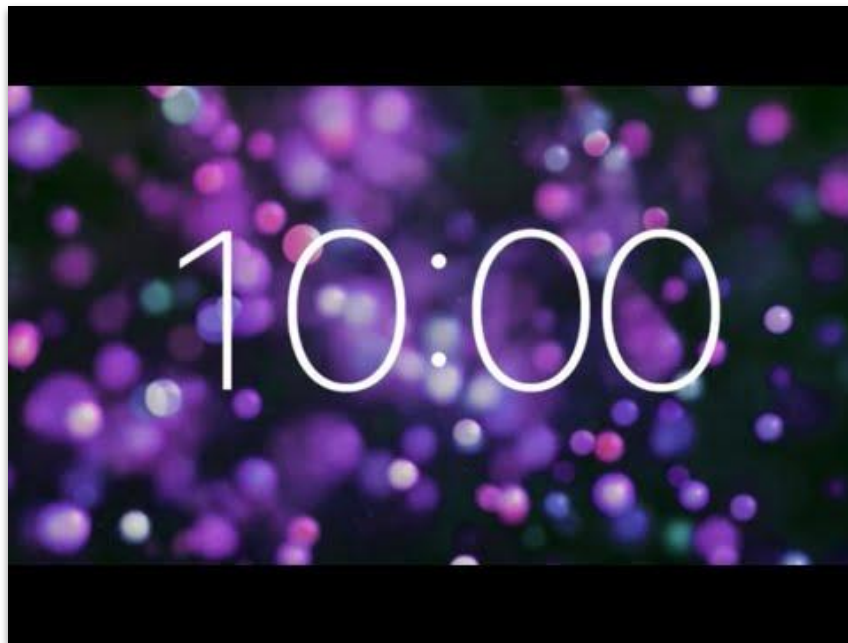


Think-Ink-Share

- + How is asset-based feedback different from other forms of feedback?
- + How did asset-based feedback make you feel? What impact did it have on your learning?
- + What might be some of the challenges of giving asset-based feedback?

Asset-Based Feedback

Break



#MoreMathforMorePeople

Asset-Based Feedback

Dependent to Independent Learners



Academic Mindset is part of the limbic system and based on:



- + our sense of mastery and competence from past experiences,
- + the belief in our ability to control our external world,
- + the belief in ourselves and our ability to achieve,
- + and the story we tell ourselves about why we are or are not competent learners.

(Culturally Responsive Teaching and the Brain, Hammond, p.111)

Asset-Based Feedback

Assigning Competence



Assigning Competence

- + Publicly name an intellectual strength.
 - + Must be public, specific, and connected to learning.
 - + Must be different from complimenting.

“When teachers assign competence...they have **the power to shift students’ perceptions** about what it means to learn math and who can be a **successful math learner.**”

Jilk, L., 2016. Supporting Teacher Noticing of Students' Mathematical Strengths. *Mathematics Teacher Educator*, 4(2), pp.188-199.

Asset-Based Feedback

Compliment vs. Competence



Compliment	Assigning Competence (Intellectual Strength)
I really like your team's argument.	Your team found so much evidence, and that makes your argument strong.
Nice work connecting multiple representations.	Using your table to make a graph really helped you notice how the pattern grows.
Great teamwork!	Using the conversation starters helped you listen to all ideas and find a creative solution.

Asset-Based Feedback

Benefits



- ★ Builds students' self-efficacy.
- ★ Helps students create a counter narrative about their identity as learners.
- ★ Helps students connect with their current expertise and competencies.
- ★ Helps students interrupt negative self-talk.

(Culturally Responsive Teaching & the Brain, Hammond, 2015, p.118)

Asset-Based Feedback

Walk & Talk



Three Pass Promise for Circulation

Pass 1:
Is everybody on
task?

Pass 2:
Has every team
found a way in?

Pass 3+:
How are
teams
progressing?

Asset-Based Feedback

Stardollars Coffee Problem
Multiple Representations



Math goal:

Use multiple representations (table, graph, rule) to prove/disprove a claim. .



Team goal:

Collaborate to make sure everyone can justify their reasoning.

Asset-Based Feedback

Materials



RM

Make sure every person in your team has a **Stardollars Problem** resource page.

F

Make sure every person in your team has the **CANN bookmark**.

T

Make sure your team has access to the **Standards for Math Practice**.

R/R

Make sure your team has enough **sticky notes**.

Asset-Based Feedback

Make Sense of the Problem



Independently: (~6 min)

- + Read and make sense of the problem.
- + Work the problem as one of your students might. (You do not have to complete it.)
- + Write a math goal based on this problem that would be appropriate for the grade level/course that you teach.

As a team: (~4 min)

- + When everyone in your team is ready or with 4 minutes remaining, take turns sharing your solutions & goals.



Asset-Based Feedback

Giving Asset-Based Feedback



With a partner:

- + Examine the student's work you are assigned.
 - + Teams 1/6 = Student 1
 - + Teams 2/7 = Student 2
 - + Teams 3/8 = Student 3
 - + Teams 4/9 = Student 4
 - + Teams 5/10 = Student 5
- + Take turns practicing role-playing using the CANN protocol.
- + Complete a sticky note, and add to the Board Report.
- + Repeat with another student's work.



Asset-Based Feedback

STTS



Board Report

- + Teacher creates a space in the classroom to write a row of problem numbers from the lesson.
- + When teams get to the problem listed on the board report, the team writes their answer on a sticky note.
- + A student from the team goes to the board to place their sticky note and compare to other teams.
- + Teacher monitors student work at board and through circulation. Based on work, teacher may ask specific teams to do a Swapmeet or I Spy.
- + Repeat this process for each problem listed on the board, with a new student placing the sticky note each time.

Asset-Based Feedback

Student 2



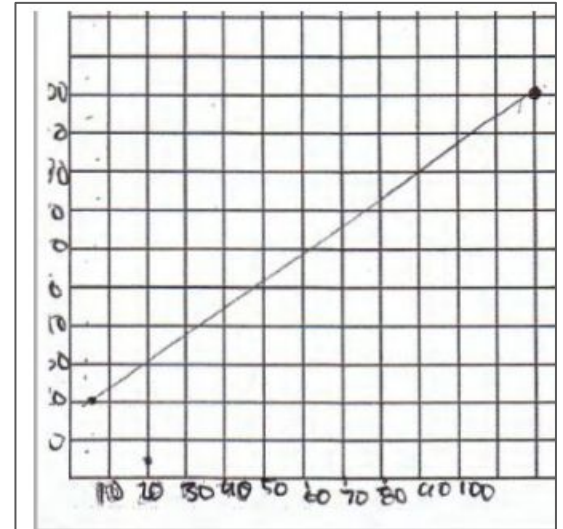
What is competent in this work?

How does this student move forward (nugget)?

0	3
1	5
2	7
3	9
4	11
5	14
6	16
7	18
8	20
9	22
10	??

Handwritten long division showing $100 \overline{) 203}$. The student has written 2 above the 0 in 203 , and 200 below 203 . A horizontal line is drawn under 200 , and the remainder 3 is written below it. The final result is 2 .

Handwritten multiplication showing $(23 \times 100) = 203$. The student has written 23 and 100 above the equals sign, and 203 below it. There are some additional scribbles and a horizontal line below the 203 .



Asset-Based Feedback

Your Plate



Consider:

- + How does asset-based feedback support CPM's Equity Principles?
- + How could asset-based feedback be part of your plate?

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.

Asset-Based Feedback

How?



Teacher Tips for Asset-Based Feedback

Be
transparent
with your
students.

Utilize the
CANN
bookmark in
your
circulation
(and practice
with
colleagues).

Practice writing
some
examples of
feedback in
your lesson
planning.

Carry a chart
with a box for
each team
and take a
note or two
as you
circulate.
(Participation
Quiz)

Asset-Based Feedback

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

Refine how you give asset-based feedback.

Success Criteria:

1. Identify the components of the CANN protocol.
2. Articulate the difference between assigning competence and praising.
3. Identify ways you can provide more asset-based feedback.

Agenda

Day 3



Morning



Opening



Asset-Based Feedback



SEAD Themes in the Classroom



Lunch

Learning Target:

Connect teaching strategies to the SEAD themes, Brain Rules, and Standards for Math Practice.

SEAD Themes in the Classroom

Why?



*“Social, emotional, and academic development is the integration of social and emotional development with academic learning in K-12 education. **Research shows that when schools fully integrate social, emotional, and academic development into K-12 education, academic performance improves, students are more likely to graduate high school and attend and graduate from college.**”*

-Aspen Institute

SEAD Themes in the Classroom

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

SEAD Themes in the Classroom

SEAD Themes and The Brain



SEAD	Related Brain Rule from Zaretta Hammond
Agency	#4 - Attention drives learning.
Belonging	#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.
Discourse	#5 - All new information must be coupled with existing funds of knowledge in order to be learned. #6 - The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning.
Identity	#3 - Culture guides how we process.

SEAD Themes in the Classroom

SEAD Looks Sounds Feels Like



Jigsaw

Your Task: (5 minutes)

Create a poster that includes

- + your SEAD Theme.
- + what it looks, sounds, and feels like in an equitable classroom.

RM

#1 - Get materials for poster.

R/R

#2 - Help organize poster.

T

#3 - Keep track of time.

F

#4 - Invite and include ideas from everyone.

SEAD Theme: (Insert Your Theme Here)

Looks like...

Sounds like...

Feels like...

What would your theme of agency, belonging, discourse, or identity look, sound, and feel like in an equitable classroom?

5:00

SEAD Themes in the Classroom

How - Participatory Mathematics



Standards for Mathematical Practice

SMP 1: Make sense of problems and persevere in solving them.

SMP 2: Reason abstractly and quantitatively.

SMP 3: Construct viable arguments and critique the reasoning of others.

SMP 4: Model with mathematics.

SMP 5: Use appropriate tools strategically.

SMP 6: Attend to precision.

SMP 7: Look for and make use of structure.

SMP 8: Look for and express regularity in repeated reasoning.

SEAD Themes in the Classroom

SEAD in Lesson Planning



Jigsaw

Your Task: (10 minutes)

Add the following to your poster:

- + Include the top 5 strategies that support your SEAD Theme
 - + At least 2 STTS
 - + Teacher Toolkit
 - + 5 Practices
 - + Rough Draft Talk
 - + Asset-based feedback

- RM** #1 - Open the STTS Slideshow.
- R/R** #2 - Open the STTS Slideshow.
- T** #3 - Use the SMP Placemat.
- F** #4 - Invite and include ideas from everyone.

SEAD Theme: (Insert Your Theme Here)

STTS (at least 2)
Teacher Toolkit
5 Practices
Asset-Based Feedback
Rough Draft Talk



Strategies to Support (Insert Your Theme Here)

1. _____ because _____,
which supports the SMP _____.
2. _____ because _____,
which supports the SMP _____.

And More...

SEAD Themes in the Classroom

Putting it all together - Debrief



Gallery Walk - What strategies will you use in your class?

Why SEL & Equitable Classroom		How we do it
SEAD	Brain Rule	SMP
Agency	#4 attention	1, 3, 4
Belonging	#1 threat #2 relationships	2, 3
Discourse	#5 info #6 brain growth	1, 2, 3, 6
Identity	#3 culture	1, 2, 3, 4, 5, 6, 7

SMP 1: Make sense of problems and persevere in solving them.

SMP 2: Reason abstractly and quantitatively.

SMP 3: Construct viable arguments and critique the reasoning of others.

SMP 4: Model with mathematics.

SMP 5: Use appropriate tools strategically.

SMP 6: Attend to precision.

SMP 7: Look for and make use of structure.

SMP 8: Look for and express regularity in repeated reasoning.

SEAD Themes in the Classroom

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

Connect teaching strategies to the SEAD themes, Brain Rules, and Standards for Math Practice.

Success Criteria:

1. Identify strategies that support the SEAD themes in your classroom.
2. Articulate how these strategies support independent learners.

SEAD Themes in the Classroom

Your Plate



- + Reflect on your learning from this morning.
- + What ideas or strategies can you add to your plate? What might you remove?

Lunch Time

- + We will sit in new teams after lunch.
- + See you at **xx:xxpm**

Afternoon



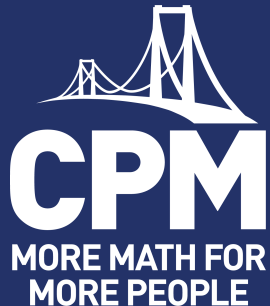
Equity Cafe



Noticing Student Strengths



Session Closure



@CPMeducationalprogram



@CPMmath

#MoreMathforMorePeople

Agenda

Day 3



Afternoon



Teacher

Equity Cafe



Student

Noticing Student Strengths



Session Closure

Learning Target:

Engage in an open conversation about in-progress learning about equity.

Equity Cafe

Team Sort



Welcome Back!



Pick a Grouping Stick.

Find your team by matching the symbol on the stick.

Equity Cafe

What is it?



What is it? The Equity Cafe is a an informal cafe setting for participants to explore difficult issues, such as beliefs surrounding equitable practices.

Why are we doing this in this way? Educators already have within them the wisdom and creativity to confront even the most difficult challenges. By having open, honest conversation, the answers we need are available to us. We are wiser together than we are alone. We can create collective power.

Equity Cafe

Setup



Equity Cafe

Round One



What is one lesson you have learned about equity?

Stay
engaged.

Speak
your truth.

Experience
discomfort.

Expect and
accept
non-closure.

Grace
with
yourself.

Grace
with
others.

Equity Cafe

Round One - Debrief



What is one lesson you have learned about equity?

Round One Debrief:

Take a few moments to silently reflect on the patterns, themes, and deeper questions experienced in your small group conversation. Be ready to share a brief summary with the larger group.

Equity Cafe

Round Two



From your perspective, what new possibilities, priorities, or needs do you see?

Stay
engaged.

Speak
your truth.

Experience
discomfort.

Expect and
accept
non-closure.

Grace
with
yourself.

Grace
with
others.

Equity Cafe

Round Two - Debrief



From your perspective, what new possibilities, priorities, or needs do you see?

Round Two Debrief:

Take a few moments to silently reflect on the patterns, themes, and deeper questions experienced in your small group conversation. Be ready to share a brief summary with the larger group.

Equity Cafe

Reflection



What is your takeaway?

Equity Cafe Reflection:

Take a few moments to silently reflect on the patterns, themes, and deeper questions experienced. Write one note to yourself on a post-it that you want to remember. Add this to your plate.

Equity Cafe

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

Engage in an open conversation about in-progress learning about equity.

Success Criteria:

1. Reflected on your equity journey.

Equity Cafe

Break



Agenda

Day 3



Afternoon



Equity Cafe



Noticing Student Strengths



Session Closure

Learning Target:

Experience a professional learning protocol to improve our ability to notice strengths .

Noticing Student Strengths

Icebreaker



Think-Ink-Share

1. Think & ink about your strengths as a:
 - + Teacher
 - + Colleague
 - + Learner
 - + Family member
2. Take turns sharing your strengths.
3. Respond to the poll using the URL below OR by scanning the QR code.



Insert Poll URL here.

Noticing Student Strengths

Icebreaker Debrief



As a team:

- + **Round 1:** Go around and take turns sharing your responses to the poll. On a scale of 1-5, how challenging was it to identify and share your strengths?
- + **Round 2:** After everyone has shared their response, discuss - Why might noticing strengths be challenging for both teachers and students?

Noticing Student Strengths

Why Noticing Strengths is Challenging



*“American culture makes it quite difficult to see everyone as smart because we tend to **focus on deficits** not only in classrooms but also in our daily lives. We live in a society that constantly **perpetuates messages about our inadequacy** as humans and the **necessity to change ourselves** in order to be good enough. From a very early age, consumerism and main-stream media teach us to analyze, and mostly criticize, how we look and act. Many of us subscribe to an ongoing, **lifelong journey of improving ourselves**. Rather than noticing and celebrating our strengths, unique styles, and sense of selves, we often **pursue a socially constructed version of the ideal person** put forth by movies, billboards, magazines, television, and social media that keep us feeling deficient in some way, shape, or form.”*

(Jones & Hughes-Decatur, 2012; Hughes-Decatur, 2011; Orbach, 2009)

Noticing Student Strengths

Mathematical Strengths



Whiparound

- + Assign team roles alphabetically by first name.
- + Think individually, and then share as a team when everyone is ready.
 - + What counts as a mathematical strength in your classroom?
 - + How do students know that they have that strength?

- RM** Begin the team discussion.
- R/R** Record mathematical strengths and report out.
- T** Manage the allotted time.
- F** Invite all voices into the conversation.

Noticing Student Strengths

Video Club - Why?



Strengths-Based Video Club:

- + Seeks to **challenge and disrupt** our collective tendency to look for students' mathematical shortcomings.
- + **Expands beliefs** about what is considered as a mathematical strength.
- + Supports teachers in publicly noticing strengths to **assign competence** as a part of their classroom culture.
- + **Takes responsibility** for our learning and the learning of every student.

Noticing Student Strengths

Taking Back the Word 'Smart'



*“My goal when working with teachers and students is to **“take back” the word smart.** I am attempting to redefine its meaning relative to learning mathematics, to **help students develop an expanded version of what it means to be smart in math,** and to recognize that everyone is, in fact, mathematically smart as a result of living in the world.”*

*Supporting Teacher Noticing of Students' Mathematical Strengths, Lisa M. Jilk,
University of Washington*

Noticing Student Strengths

Video Club - How?



Video Club Protocol:

1. Do the math of the task.
2. Identify the mathematical goal and teamwork goal.
3. Watch the video, looking for student understanding.
4. Debrief student understanding.
5. Watch the video again, looking for the Standards for Mathematical Practice.
6. Debrief SMP.
7. Debrief by identifying students' strengths.
8. Discuss takeaways from the video and conversation.

Noticing Student Strengths

Community Norms for the Video Club



- + These kids are *our* kids! Don't make it personal.
- + Monitor airtime. Share out, and *listen*.
- + We all have something to offer, and we all have something to learn.
- + Take responsibility for our learning and understanding. Ask questions. Be willing to say, "I don't know, and I want to learn more."

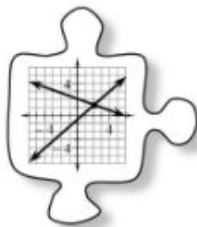
*Supporting Teacher Noticing of Students' Mathematical Strengths, Lisa M. Jilk,
University of Washington*

Noticing Student Strengths

1. Doing the Math - Core Connections Algebra Lesson 4.2.1



4.2.1 How can I solve the system?



Solving Systems of Equations Using Substitution

In Lesson 4.1.2, you helped Renard develop the Equal Values Method of solving a system of equations. You set both of the equations equal to the same variable. Today you will develop a more efficient method of solving systems that are too messy to solve by setting the equations equal to each other.

4-31. Review what you learned in Lesson 4.1.2 as you solve the system of equations below. Check your solution.

$$y = -x - 7$$

$$5y + 3x = -13$$

Consider the following questions as you work through Problem 4-31:

What is the mathematical goal?

What is the teamwork goal?

How will you know if students have reached these goals?

Noticing Student Strengths



2. Lesson Objectives - Introducing the Graphic Organizer

- + Create a copy of the “Noticing Student Strengths” graphic organizer, located in Participants Links document.
- + Record your responses in the Lesson Objective section.

2. Lesson Objective
What is the mathematical goal?
What is the teamwork goal?
How will you know if students have reached these goals?

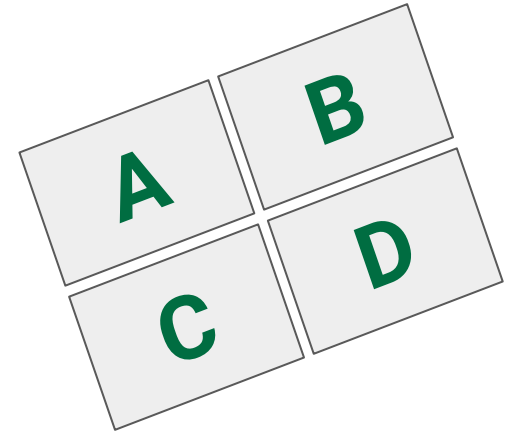
Noticing Student Strengths

3. Video: Watching for Student Understanding



3. Student Understanding

+ What do students understand? + What are students on their way to understanding?	+ What is your evidence from the video to support your statement?
1. 2.	1. 2.



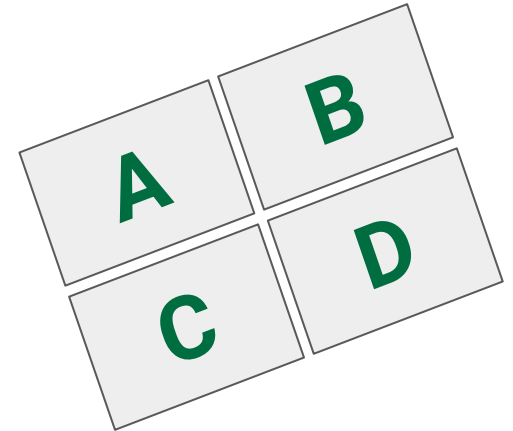
Write down 1-2 things you noticed about what the students understand in your graphic organizer.

Noticing Student Strengths

3. Video: Watching for Student Understanding



Noticing Student Strengths

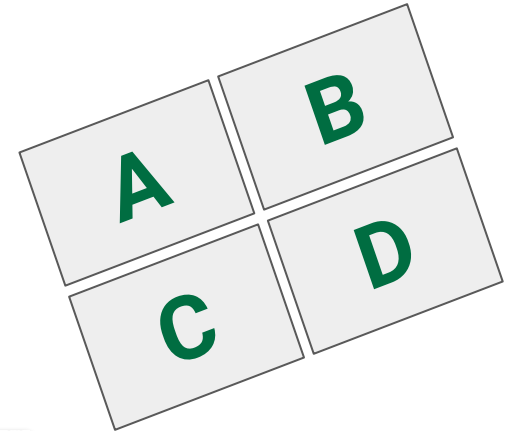


Noticing Student Strengths

4. Debrief of Student Understanding



I think (name/letter of student) understands OR is on the way to understanding (math concept or skill), because I heard/saw (evidence from video).



4. Debrief (Student Understanding)
<i>I think (name of student) understands OR is on the way to understanding (math concept or skill), because I heard/saw (evidence from video).</i>
+ + +

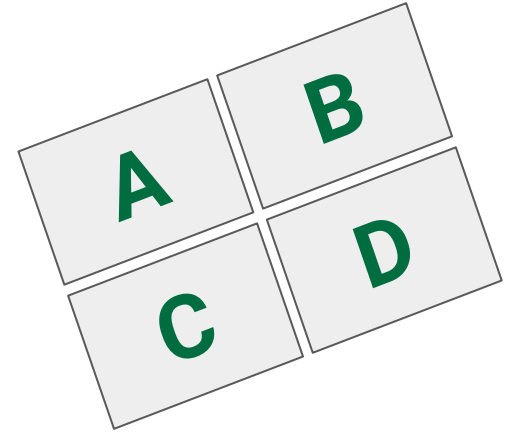
Noticing Student Strengths

5. Rewatch Video: Watching for Standards for Mathematical Practice



5. Standards for Mathematical Practice

<ul style="list-style-type: none">+ What are the Standards for Mathematical Practice (SMP) that students are enacting?+ What are they saying and doing as math learners that supports their participation and learning?	<ul style="list-style-type: none">+ What is your evidence from the video to support your statement?
<ol style="list-style-type: none">1.2.	<ol style="list-style-type: none">1.2.



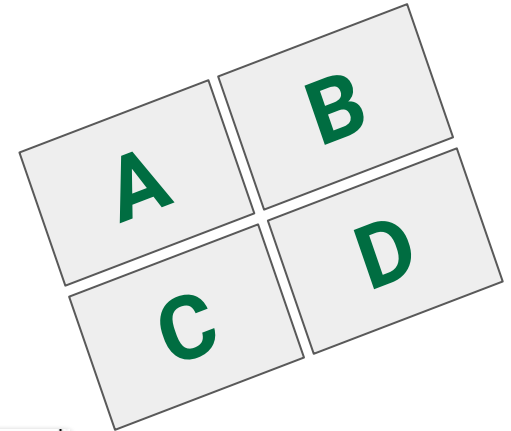
Write down 1-2 things you noticed about students' engagement in your graphic organizer.

Noticing Student Strengths

6. Debrief of the Standards for Mathematical Practice



I think the students understand that being a math learner requires (SMP/participation norm), and I think this because (evidence from the video).



6. Debrief (Standards for Mathematical Practice)

I think the students understand that being a math learner requires (SMP/participation norm), and I think this because (evidence from the video).

- +
- +
- +

Noticing Student Strengths



7. Identifying Students' Strengths

What did students do or say that was mathematically smart?

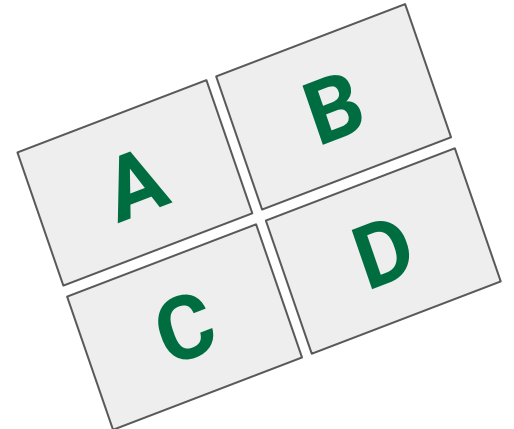
I think it was smart when (name of student) did/said (evidence from the video), and I think this was smart because (how does this strength support students' learning?).

7. Strengths

What did students do or say that was mathematically smart?

I think it was smart when (name of student) did/said (evidence from the video), and I think this was smart because (how does this strength support students' learning?).

+
+
+



Noticing Student Strengths

8. Takeaways



Turn & Talk

- + What are you taking away from this conversation?
- + What have you learned?
- + What are you left thinking about, wondering, asking?
- + What might you do differently in your classroom as a result of our discussion?

8. Takeaways

- + What are you taking away from this conversation?
- + What have you learned?
- + What are you left thinking about, wondering, asking?
- + What might you do differently in your classroom as a result of our discussion?

- +
- +
- +

Noticing Student Strengths

Assigning Competence (C.A.N.N.)



Assigning Competence

- + Publicly naming an intellectual strength
 - + Must be public, specific, and connected to learning
 - + Different from complimenting

“When teachers assign competence...they have **the power to shift students’ perceptions** about what it means to learn math and who can be a **successful math learner.**”

Jilk, L., 2016. Supporting Teacher Noticing of Students' Mathematical Strengths. *Mathematics Teacher Educator*, 4(2), pp.188-199.

Noticing Student Strengths

Shifting Mindset in the Learning Partnership



Individually reflect on the following:

- + How can publicly noticing student strengths support students in shifting students' academic mindset?

Reflect on your past students:

- + Is it more challenging to identify strengths for some students?
- + What common characteristics do these students have?
- + What have you noticed about their academic mindset?
- + What successes have you had in connecting with these students?

Noticing Student Strengths

Reflection on Learning Target and Success Criteria



Whiparound

Learning Target:

Experience a professional learning protocol to improve our ability to notice strengths.

Success Criteria:

1. Broaden what counts as a valuable contribution to your class.
2. Notice strengths and assign competence to them.

Agenda

Day 3



Morning



Opening



Asset-Based Feedback



SEAD Themes in the Classroom



Lunch

Afternoon



Equity Cafe



Noticing Student Strengths



Session Closure

Closure

What does equity mean to you?



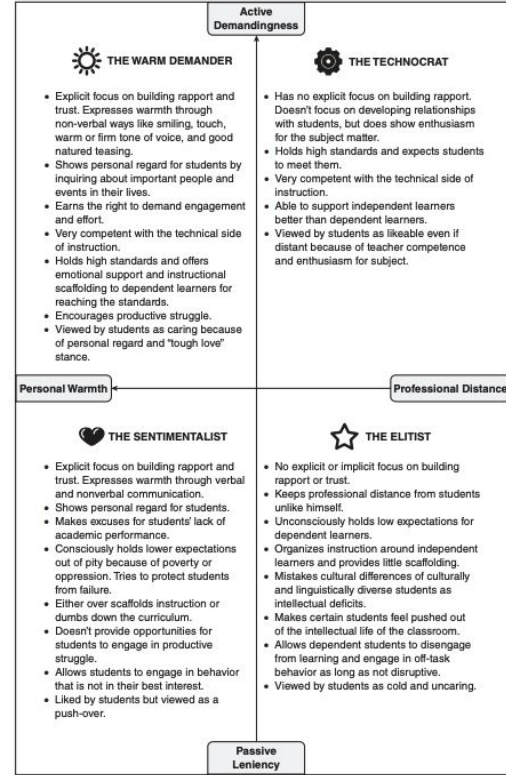
“Equity articulates and advances high expectations for all students and applies culturally relevant pedagogies and content consistent with a shared vision for learning and teaching.”

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

Closure

Becoming a Warm Demander

1. Examine the Warm Demander Chart on pg 99 of your book.
2. Individually reflect on characteristics from each category.
3. Note characteristics that resonates with you.



Closure

Warm Demander



"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



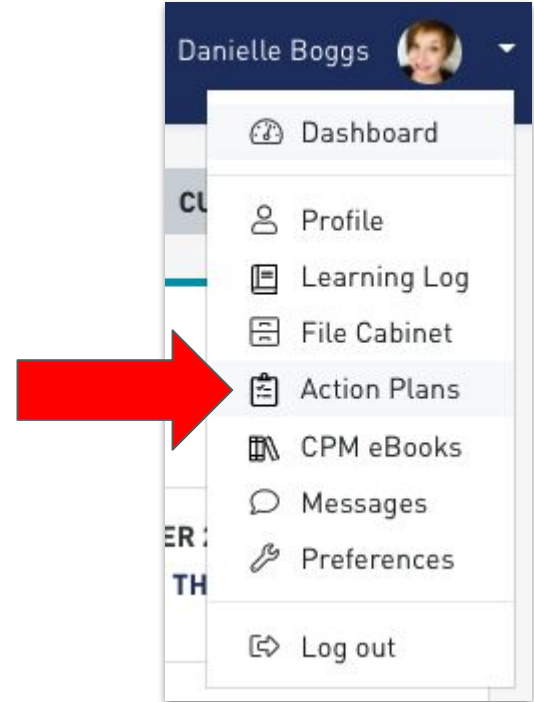
Closure

Equity Action Plan: What stays on your plate?



Open your Equity Action Plan in the PL Portal:

- + Consider the following:
 - + Your sticky notes from the past 3 days.
 - + How might your beliefs have changed?
 - + What new action steps might you need to take?
- + Revise and update your Equity Action Plan.



Closure

Closing Circle



- + **Round 1:** Say one word (or phrase) representing something you learned today.
- + **Round 2:** Share an action from your Action Plan that you are committed to:
 - a. Awareness...
 - b. Learning Partnerships...
 - c. Information Processing...
 - d. Community of Learners and Learning Environments...
- + **Round 3:** I appreciate...

Closure

Equity Action Plan: Proximity Partners



Proximity Partner

1. Stand up and touch 3 walls, 2 tables/desks, and 1 chair.
2. find the person who is closest to you. This is your proximity partner.
3. Take turns sharing an action from your Action Plan that you are committed to.
4. Provide asset-based feedback or offer suggestions to overcome potential challenges your partner might be facing.

Closure

What does equity mean to you?



Closure

Day 3 Outcomes



Together we:

- + Understand strategies for promoting information processing that builds intellectual capacity. **(Information Processing Jigsaw, SEAD Themes/SMPs)**
- + practice routines for asset-based feedback and plan to use them in your classroom. **(CANN, Video Club)**
- + Finalize an action plan for implementing equitable instructional practices in the classroom. **(Action Plan and Paper Plate)**

Closure

Our Commitment



"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)

Closure

Staying Connected On Our Journey



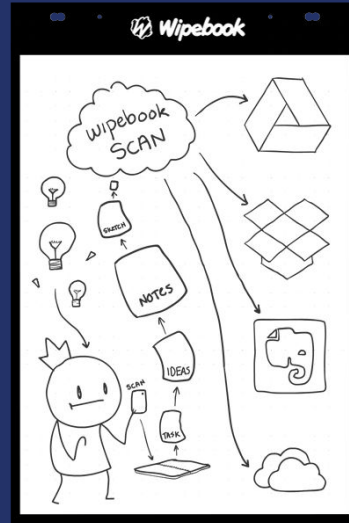
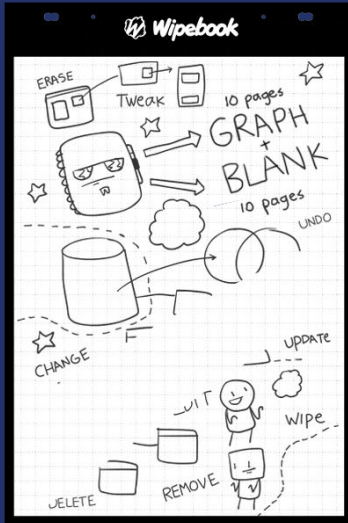
In the Professional Learning Portal:

- + Equity Teacher Tips (add in comment about how these tips will get to them)

Additional Options:

- + CPM Social Media

Have more ideas? Let us know!



- + 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

Get 20% off anything!

Send Coupon!

Closure



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

Homework:

- + Continue your equity journey!
- + Invite others on the journey!

