

# High School: Continuing the Journey

Use the padlet to record reflections, next steps, comments and/or questions.

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## Focus on Grade/Course - Level Content

### Question #1

How will you support and promote student's learning grade-level content while providing just in time supports, as needed, beginning on day one of this school year?

### **Using rich tasks that contain natural opportunities for differentiation as well scaffolding and supports.**

I will focus on a lot of notice and wondering to promote mathematical discourse

### **I will use DESMOS to help students access on level ideas.**

We are providing prerequisite diagnostic assessments to give before each unit. Teachers will use the data to provide on-time scaffolding as it is needed in the current grade level content.

I will start teaching content on day 1 with opportunities for students to share their thinking, and build an environment where students can build up each other.

I plan on using the Experience First Formalize later formate to introduce concepts.

### **Using emoji response charts after having a class starter (maybe a problematic situation or pattern talk)**

### **Self Pacing**

I have fallen in love with a teaching structure presented by the Modern Classrooms Project where students work through self paced content. They can work on grade level skills and concepts while I provide supports in small groups or individually.

### **Work on recall of past facts as a part of each class**

### **Supporting grade-level learning**

We have incorporated scaffolds-content and metacognitive to allow an entry point for all students to engage in the grade-level learning.

### **By continuously collecting data from formative assessment I would build a multi tiered intervention system based on every students needs needs and every lesson formative assessment data and skills analysis**

I will utilize formative assessment tasks to learn what my students know.

### **No So Different**

This feels like a lot of what I do every year. I have a well developed understanding of prior knowledge for each lesson. I set up formative assessment in the previous days, so that I can see what support I will give.

In the COVID schools, where I cannot work with students directly, I will be using Zoom in the classroom to create individual and small group tutoring, while maintaining safe social distancing.

Exploration and investigative activities at the start of units to identify students' strengths related to upcoming concepts, and building upon those strengths to identify which concepts to provide additional support for.

Use tasks that allow for multiple points of entry and multiple pathways.

Use UDL to provide access and challenges

My school (cyber school) is actually supporting this. We are expected to teach the grade level content during live instruction. They students then have an independent work time where they will be assigned an activity (DESMOS, EdPuzzle, Nearpod, ect...) based on their mastery of the concept we are working on. We also have a designated MTSS period as well.

**Problems of the Day or Exit Tickets can be used to probe prior knowledge while asking grade level appropriate questions. A bit of mindfulness in selecting the problems to be used can be a great tool to get to know the students current understanding of topics.**

Communicate and coordinate with teachers who taught the previous course, to learn what was covered; and with teachers in upcoming/subsequent courses, to identify key concepts that they will need students to learn.

## **Focus on Grade/Course - Level Content**

### **Question #2:**

How will you focus on student strengths and keep the joy and humanity in teaching and learning?

**I will use pattern talks to launch my lessons and that will help students use their assets to respond**

**Mix in content that relates directly to their interests to engage them**

Give consistent support and positive feedback throughout class. Constant monitoring is key!

**I like to call attention to the students who solve a problem differently. I make it a point to call attention to their work so that others can see it is okay to get into a problem from multiple directions.**

**Focus on experiences**

Experiences, contexts, and opportunities for students to not only explore mathematics, but connect what they already know to mathematical content

**I will use tasks to allow students multiple ways of showing what they know. Students should also feel comfortable to make mistakes and discuss these mistakes in a safe environment.**

**While I teach, I try to focus on a growth mindset so that students don't feel frustrated or want to give up. I also try to use games or interactive activities to make lessons more fun.**

**Focus on student strengths**

I will work to recognize that students will choose different representations based on what is useful to them. I'll encourage their use of representations and share how they see them.

Allow students to share where and how they see math in their traditions, building structures, and interaction with family, grand parents and learning about where they come from and ancestors

Making sure that assessments are used to help inform students of their progress and providing students with areas of support based on their demonstration of understanding.

**I will focus on hands-on and real world connections to the material. This hits on the strengths of my students.**

**Use multiple representations to open conversations and use their ideas to build the concepts**

Utilize routines that encourage discourse like Notice/Wonder, WODB, Compare & Connect

I will NOT begin with assessments of their knowledge. I want to open with tasks that are accessible to all students.

**I like to create an expert - a student who may be struggling and work with them to overcome their struggle. Then let them be the star of the show and explain it to their group or to the whole class.**

## **Focus on Grade/Course - Level Content**

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### **Question #3**

What will you do to inform families of the essential learning and work within your system to eliminate tracking?

### **Parent Documents**

Create and share documents aimed at helping parents understand the content addressed in each grade level

I am planning on having a parent night each month. In September, parents will have an opportunity to experience part of a lesson as a student. (We use OUR )

### **Avoiding/Disrupting Tracking**

Math leaders in the Puget Sound region have been working to dismantle tracking practices for several years. The challenge will be to avoid MORE tracking in response to post-pandemic perceived gaps. Getting more information out, and communicating with communities and families seem critical, along with providing support for teachers in how to teach heterogeneous groups of learners.

I have a Google Site and will share more on it.

get parents rostered into their child's Google Classroom

**Regular parent emails to inform them of what we are doing and where we are going throughout the year**

### **Open Up Virtual HW Clubs**

I want to leverage remote teaching to open up HW club to parents who are interested in joining.

**communicate the standards that are being prioritized, and the methods that will be used for supporting all students throughout the year**

In high school, parents often get totally lost and feel unprepared to help their kids. I think one thing I might do so that parents have a better understanding about what is going on in the math classroom is given them an over view at the beginning of each unit. Just a brief description about what we will be talking about in the unit and the goals. I might even put in a video overview. Then to go along with that, some questions they can ask their kids about mathematics during the unit to check in with them even if the parents themselves don't feel confident with mathematics.

**Survey parents and students on their communication preferences as well as finding the strengths that the students and their families bring to the community.**

### **Plan and Prep in a Pandemic**

If we still have online learners...Learn to translate effective classroom teaching into online strategies—that is, how to do number talks, discourse, collaborative and cooperative group work.

Learn to use technology to promote classroom discourse—that is, using breakout rooms, web-based applications, virtual manipulatives, strategies for asynchronous discussions.

## **Foundations for Equitable, Effective Teaching Practices**

### **Question #4**

What are challenges or barriers to cultivating equitable instructional mindsets and practices and how can this be addressed?

### **colleagues who do not share the same perspective, and thus create challenges moving teams forward**

One challenge is teachers who are convinced students "cannot do the math" at whatever level. I think addressing this challenge happens through open discussion and continued learning with teachers.

Teachers confusing access with decreasing standards.

### **Deficit language like "gaps"**

### **ARCH: Santa Fe, NM**

Had a meeting with entire staff lay-out content alike PLC Time and expectation. Also determined what is not to be graded, what can be redone for a better grade. How the week is structured to ensure there is time for deep learning and demonstrated thinking.

### **Deficit Thinking / Program Improvement**

Schools (and students) that are traditionally marginalized.

### **Political Pressures**

Continued tracking, which means some students are in highly accelerated pathways while those who are on grade-level are made to feel as if they are behind in their learning. We need to work harder in our

communications with parents and community members while also focusing on improving teaching and learning.

Working with colleagues who are unwilling to change their classroom culture

belief systems between the teacher and the students

The harmful beliefs that math is not political, math is 'color-blind', and culture should be excluded. Math IS political; and differences, cultures and identities should be celebrated!

Because teachers may not have experienced it themselves, they may not have the skills to implement a more open mathematics classroom where student voice is prominent.

### **Status Quo**

Cultural expectations of what math is and what math class should look like and outdated standards.

### **Barriers are the status quo - those who have been recognized as good at math and those who have not - need to disrupt this**

I am always frustrated with colleagues who do not let go of deficit thinking. I'm not sure how to address this challenge. I haven't had much success here.

## **Foundations for Equitable, Effective Teaching Practices**

### **Question #5**

What are ways we can get to know our learners/students, that is, who they are, what are their strengths, interest, cultures and hobbies as we begin the school year and then use this to plan intentional instructional experiences that support access to grade-level content?

**Talk to them! Provide opportunities for students to show you who they are with small discussions or interviews.**

**Check in with them periodically!**

**We can use SEL photo slides (which picture do you relate to)**

**Allow them a safe space to vent.**

**Use a Google Form to solicit information from students. (What are your extracurricular activities? Where do you work? What college/career might you be interested in? What is something you REALLY want your teacher to know about you?)**

I will have a chance for students in geometry to tell me what geometric term describes them....and in Algebra 2, which function best shows their life journey and why.

## **Parent/Caregiver/Family Surveys**

Also ask parents to share their students strengths in life, in school, in mathematics

## **Student choice in a given topic/concept/lesson**

## **Student autobiography**

I started having students create a short video introduction of themselves for me. There have several questions they are asked to answer. It works great!!

## **Check ins**

I think that as students work on tasks or are practicing we can easily take a couple minutes to check in with 2-3 students one on one. If we do this regularly we would really be able to get to know the students as individuals, I find that taking notes on what they said after talking with them can help with remembering it all.

Attend their extra-curricular activities!

**conduct surveys and have students create their own surveys about their career interests and then design projects around these**

## **UDL personalized charts**

Give students a blank UDL matrix, have them fill them in with their strengths and needs

## **Arch - Santa Fe, NM**

Give students something simple ex:  $25 \times 29$

Now tell them to explore the ways to solve this problem

(NO Calculators) We want them to think in terms of maybe using a nicer number or factoring or drawing out the ideas of the numbers

**Create a background survey, and one asking about their interests/Also create activities that promote a safe community and allows every students to feel welcome and to be a powerful contributor in the classroom**

## **Microsoft Forms**

I do surveys and exit tasks throughout the year to get to know things about my students.

Use google forms, there are getting to know you activities in DESMOS and Nearpod as well. Just talking with them, let the math go for some of the class time.

I also have the ability to send them a gchat through their school account and/or have a video chat

## **Getting to know students**

I like using the enneagram test and then having students reflect and using that to teach them how to best use their strengths

# **Foundations for Equitable, Effective Teaching Practices**

## Question #6

How can we cultivate and strengthen a sense of community in our classrooms and our schools?

Discussion and collaboration in the classroom between students - I am trying to make my classroom into a PLC for kids.

**Provide tasks that are relevant to the real world and invite parents to see the work.**

**Complex instruction, Experiences before explanations.**

**Practice the School Motto as a what do you Notice and Wonder**

Look at meter, patterns, and alliteration. Draw from (pre) algebraic reasoning.

**Projects that allow all learners to engage**

**Teaching with high expectations mindset**

**projects that engage and involve the greater community**

Share the common thread that connects all of us -- we experienced something together, while apart. Our shared experience can serve as a foundation for building community.

**Allow them to see struggle**

Allow students to know no one is gifted and instructors struggle, persevere, and continue to learn.

**Credit**

Crediting ideas to their originators in the classroom can strengthen community.

**I work in a vocational setting of 80 students and 8 teachers. Every teacher has every student so this happens naturally. It's my favorite part of my job. The common theme throughout the building is so powerful!!**

## Foundations for Equitable, Effective Teaching Practices

### Question #7

How can I help emphasize the importance of connecting mathematical ideas that interconnect to provide a coherent approach?

### Mathematics

I am starting Algebra 2 embedded in patterns, predications, and climate change for students. This is accessible to all and relevant to all students regardless of level.

I can encourage content teams to engage in consistent vertical articulation to ensure that each educator knows how the content they teach intersects with their student's math trajectory beyond them.

**Ask students to reflect on topics and create content maps that represent connections between topics.**

**Pair-Compare, Gallery walk, same but different**

## Foundations for Equitable, Effective Teaching Practices

### Question #8

What are structures that are needed to support a collaborative culture for our mathematics team(s)?

Emphasis on CONSTRUCTIVE criticism within teams. Respect differences

**Complex Instruction techniques, status checks**

trusting environment

a willingness to learn from others

## **Collaborative Culture for Math teams**

Norms of being open, solution-focused, honest, and respectful; honoring time; listening more

Administrative support! It's hard to have a collaborative team if there isn't a structure in place that supports collaboration.

## **collaborative cross-curricular teaching with the engineering teacher is a major focus this year**

Creating a shared environment in which students hold power and want to contribute and engage in the learning

I think it is important to establish teamwork norms in regard to group work/ teachers working together. Once that is established, making sure that team members understand their roles within their groups.

Give math teachers time and choice in what the team pursues.

Choice for students is also great.

## **Model collaboration**

I am co-teaching in 3 classes, and it will be important for me and my co-teacher to model collaboration, discovery, curiosity and more

## **Planning for Advocacy**

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### **Question #9**

How will you disrupt practices that marginalize students?

## **Provide personalize learning experiences.**

## **Allow students the ability to apply a new concept at their level.**

Avoid frontloading, allow students' engagement with tasks to guide instruction and new learning.

## **Facilitate learning through designing engaging tasks that are intentional about having multiple entry points so that students can move their learning forward**

## **I will not remain quiet when deficit language is used**

## **Encourage students so they understand that things may not come right at first, but whenever we ask and Participate we learn something new!**

## **Give students that haven't had a chance to do mathematics that chance**

## **vocabulary**

I will use vocabulary used by my students. I love when they make up words for things. I then use that word throughout the lesson to reinforce their voice in the math.

## **Teach Grade Level**

I will teach students grade level math, regardless of what level math class they have been put in, I will be teaching my 'supported' and my 'traditional' track students the same.

High quality instruction for all students!

## **draw on their knowledge to make tie-ins to concepts in mathematics. show them they already know how to reason mathematically**

**question everything (i.e. "is my homework policy working?" or "how is my late work/retake policy supporting learning?") and talk to students about these practices...what do they have to say about them?**

Allow students to be themselves and demonstrate what they know and allow them to grow

**Let the students explain their unique thought processes as part of the assessment process for my classes.**

I want to advocate for students by having other teachers visit my classes and see that students CAN do the work. "Students can't do that" is an excuse - what are we "protecting" them from? I've come to see that if teachers can see students like theirs rising to meet challenges, they may be more open to challenging their own students.

Give students more opportunity to discover and own their learning, helping them to see themselves as mathematicians.

Be vocal when microaggressions, stereotypes, and deficit labeling are used/occur. Have discussions around their harmfulness and help bring awareness to create learning environments free of them.

Provide tasks where all students can contribute something, have multiple entry points, have discussions with them about what they contributed and help the further the concepts

Paraphrase Michelle Obama:no one is born smart- you learn to use a spoon, you learn to play the flute, you learn mathematics.

As a teacher it can be easy to rely on or call on those students who always have the answers. However, there are many other students who have valuable perspectives and ways of thinking about mathematics who should have the opportunity to share their voices too. Even, if they might not have the right answer, the way they get to that answer is so important.

**Provide individual work for their level of math skills during practice session in math class.**

Building in opportunities for students to demonstrate understanding in "non-traditional" ways. Reflection, alternate assessment, portfolio, more?

## **Planning for Advocacy**

### **Question #10**

How will you advocate for equitable structures (for teachers and students)?

I don't have an answer, but I know that my school needs to find a balance between the demands of good mathematics and problem solving focused tasks, and the NYS assessments, which reward teaching to the test.

Encourage and use grade level content including ACT and SAT items

Review the student and staff handbook to look for outdated wording or practices that need to change.

**I think the first part is to ask questions to highlight the inequity present. Once they see it is inequitable, it opens the door to change**

As Department Chair, I will work with my administration to find ways to support the learning of our students and give our teachers the resources they need to be successful.

**Tell stories of success in unexpected places as well as expected places**

### **Provide Opportunities**

Provide tutoring time for all. Invite all students to work mathematics and offer help to all students. Make time for each student.

**I'm on my school's Instructional Leadership Team and I plan to do a lot of listening to my colleagues and bringing their voices to the table at ILT meetings and beyond.**

### **Start the conversation**

We have worked hard to move curriculum and teaching practices in the right direction, and we need to work on starting the conversation to move standardized testing in that direction too.

**As a department we wrote a philosophy statement about what we believed about teaching, learning, our role, and students. Then we measured our policies and procedures against what we believed. It helped us see disconnects.**

**Review all documents prior to sending them out and changing the language.**

be willing to ask hard questions that may have uncomfortable answers and then support change to make things more equitable

**Arch - Santa Fe**

Learn to move away from traditional learning, use ideas from everyone; give people time to think show a problem in algebraic, drawing, tabling forms

### **Validate**

Build in protocols to look at student work and validate unique or non-conventional approaches/representations

**try to reduce teacher tracking**

**Artifacts around the school that promotes equitable learning and high expectations**

Allow for student choice on assessments, as well as multiple representations, pathways, solutions, etc.

**We try to accept them and try to dialogue with them equally when there will be challenges.**

**Rethink how we assess students.**

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