

PREK-2nd Grade: Continuing the Journey

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

MONA TONCHEFF JUL 27, 2021 03:42PM

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?

I will use the Math Workshop Model in my classroom.

through problem solving

The use of interventionists to support on level learning.

Questioning to gather formative data.

Use problem solving as a vehicle for understanding what students know and what they can do.

Provide multiple points of access to tasks.

Use open tasks and provide enabling and extending prompts when needed to differentiate learning

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?

By building a risk-free environment where mistakes becoming learning opportunities.

Student-centered discussions and showing their work to the whole class with something like a document camera

Pose open ended questions that connect with students lives. Celebrate the ways they are "smart" in mathematics.

Creating an environment where mathematical discourse is taught and valued.

My neophyte learners (k) have a natural joy for mathematics, starting the year with data collections --math in the real world, and engaging

Focus on students' mathematical brilliance. Provide time for students to play and make sense of their world and mathematize it.

Allow students to show their understanding of concepts.

Focus on Grade/Course - Level Content

Question #3

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

Ensure that communication is consistent.

offer parent workshops

Math nights

create a shared area showing the SOL overview where they can oversee what is been taught at any point in time.

Supporting families with inviting mathematical thinking and discussions in everyday life

Newsletters and sharing what concepts students will be learning for the school year.

Question 3

Provide parents updated newsletters.

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 addresses?

I think a big challenge is the lack of experience and understanding of equitable practices and lack of practical applications to support teachers.

Some teachers/administrators lack of content knowledge. They may see mathematics as linear or a set of disconnected topics as opposed to a coherent whole. This may lead to teaching without making connections between concepts.

So many times teachers assume K-2 are "babies" and not capable of doing heavy lifting. These learners are curious and have great ideas.

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?

empathy interviews

Classroom discourse

Leverage what is learned about students through "getting to know you" activities to inform context development for problems

Talk to your students 1:1 to get to know them, their families, their experiences, and this histories.

Love the interview idea. Give a hands on puzzle and take notes as to their behaviors as to how they solve it. Great indicator of grit and resilience.

Foundations for Equitable, Effective Teaching Practices

Question #6

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

Student voice > Teacher voice

Use talk moves and get that classroom abuzz with student discourse!!

Set norms as a classroom. Create rules together.

Incorporate SEL skills through the Math Practices to create a classroom community where questioning and making mistakes are normal and acceptable.

Talk and turn for students to share their understanding of concepts.

incorporate number talks and encourage all students to participate

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?

Connecting to math to real life as well as other content

Use previous learning to launch new learning

Foundations for Equitable, Effective Teaching Practices

Question #8

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

5 practices of mathematics

doing math together

Writing and sharing math autobiographies.

Planning for Advocacy

Question #9

How will you disrupt practices that marginalize students?

Through coaching, working with teachers to better see and plan for all students in their classroom.

Collaborate with others to really understand the students we serve, see them as humans, and consider the actions and decision that best serve their learning.

Identifying the barriers and build alliances with those who share my passion.

Fill the space with opportunities where marginalized students can succeed and be celebrated

Collaboration and planning with year level teachers.

Planning for Advocacy

Question #10

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

Support teachers in seeing students strengths and how they can be leverage to support deepened learning for all.

Lead book studies with a group of teachers

Collaborate with teachers and leaders so everyone is a part of the equation

Encouraging teachers to pose meaning questions.
