Who’s Hiding? Building Empathy For Struggling Students

NCTM September 23, 2020

Note that we will be requiring participants to have a writing utensil and paper. Please make sure these are readily available.
Welcome!

In the chat, take a minute to share...

- Your name
- Where you teach/work
- Your favorite autumn tradition
<table>
<thead>
<tr>
<th>The Content</th>
<th>Cognitive Demand</th>
<th>Equitable Access to Content</th>
<th>Agency, Authority, and Identity</th>
<th>Uses of Assessment</th>
</tr>
</thead>
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<td>The extent to which classroom activity structures provide opportunities for students to become knowledgeable, flexible, and resourceful disciplinary thinkers. Discussions are focused and coherent, providing opportunities to learn disciplinary ideas, techniques, and perspectives, make connections, and develop productive disciplinary habits of mind.</td>
<td>The extent to which students have opportunities to grapple with and make sense of important disciplinary ideas and their use. Students learn best when they are challenged in ways that provide room and support for growth, with task difficulty ranging from moderate to demanding. The level of challenge should be conducive to what has been called “productive struggle.”</td>
<td>The extent to which classroom activity structures invite and support the active engagement of all of the students in the classroom with the core disciplinary content being addressed by the class. Classrooms in which a small number of students get most of the “air time” are not equitable, no matter how rich the content: all students need to be involved in meaningful ways.</td>
<td>The extent to which students are provided opportunities to “walk the walk and talk the talk” – to contribute to conversations about disciplinary ideas, to build on others’ ideas and have others build on theirs – in ways that contribute to their development of agency (the willingness to engage), their ownership over the content, and the development of positive identities as thinkers and learners.</td>
<td>The extent to which classroom activities elicit student thinking and subsequent interactions respond to those ideas, building on productive beginnings and addressing emerging misunderstandings. Powerful instruction “meets students where they are” and gives them opportunities to deepen their understandings.</td>
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### The Five Dimensions of Powerful Classrooms

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Go to student.desmos.com and type in:

PZB 6VW

You can also share this link with your students:

https://student.desmos.com/join/pzb6vw
I feel like I can go in the little corner in the back of the room and just huddle there...
Still-Life Drawing

Instructions:
Draw a still-life image of your hand. Be prepared to share your work.
Peer reflection

1. Notice that three of your peers’ responses have been shared with you on Desmos.
2. Read through their reflections and identify one sentiment that resonated with or surprised you.
3. Paraphrase or quote this idea in the zoom chat.
Do I get to participate in meaningful math learning?

Can I hide or be ignored? In what ways am I kept engaged?
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Chris Nho cnho@hightechhigh.org (@nhoskee)