

 NATIONAL COUNCIL OF  
TEACHERS OF MATHEMATICS  
CELEBRATING 100 YEARS

## Your Mathematics Heart And Soul: Living The Quadrant II Life!

April 16<sup>th</sup>, 2020  
NCTM 100<sup>th</sup>

*We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly.* —Dr. Martin Luther King Jr.

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## Some Covid-19 Thoughts

We are in an uncertain time period for sure

1. Give Yourself the gift of self-compassion
2. Work vertically to identify essential learning standards you will not get to as 2019-2020 ends...
3. Be hyper-aware of support needed for students and parents struggling with e-learning tools and methods (access issues and social-emotional learning issues)

Student **self-efficacy** in mathematics...

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## My Blog Earlier This Week

Silent heroes...



Pandemic Response and Educational Practices (PREP)

### Good Enough, For Now

Timothy D. Kanold April 13, 2020

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## Essential Question

**Why** did you choose to join the education profession and teach mathematics?



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## Student Self-Efficacy

**1958**

“You need to get that retarded boy out of my class!”



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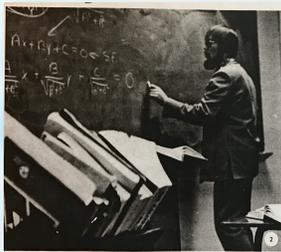
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## Our Professional Self-Efficacy

**1973**

How was I to develop my academic competence?



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### The Impact on You: Effective Knowledge Sharing

“Neuroscience shows that a reward circuit is triggered in our brains when we cooperate with one another.”

—Benkler, “The Unselfish Gene,”  
Harvard Business Review (July–August 2011)



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### In highly Effective School Cultures

Becky DuFour

*“Clarity  
Precedes  
Competence”*



When educators share a sense of collective efficacy, school cultures tend to be characterized by **beliefs** that reflect high expectations for student success.

A shared language represents a focus on student learning as opposed to instructional compliance.

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### The best feedback for high expectations for success cues!

**Reflect:** Do I indicate...

1. You are part of this class
2. This class is special; we have high standards here
3. I believe you can reach those standards

*I am giving you these comments because I have very high expectations for you and this class and I know you can reach them...*



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**Collective teacher efficacy *predicts* the level of group performance...**

The stronger the beliefs you hold about your **collective capabilities**, the more you achieve.

The stronger your **shared belief** in your **instructional efficacy**, the better the school performs academically.

(Bandura, *Self-Efficacy: The Exercise of Control*, 1997, p. 477)



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**“What Are Those Black Boxes?”**



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**The Question Becomes . . .**



**“What should we be transparent about?”**

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### Collaboration Feeds Teacher Self-Efficacy

**“Social** interactions firmly anchored in instructional practice can move teachers beyond contrived collegiality to a culture that can in turn influence a teachers’ sense of efficacy. . . .”

**Caveat:** Anchored in actual teaching and assessing episodes

—Neugebauer, Hopkins, & Spillane,  
“Social Sources of Teacher Self-Efficacy”  
*Teachers College Record* (April 2019), 121(4), 13–21

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### Who Do You Really Want to Hang Out With?

Nobel Prize-winning economist Daniel Kahneman’s list of people we most desire to socialize with in a more **mutually nourishing** way:

1. Friends, then relatives
2. Spouse or partner, then children
3. Students or parents, then coworkers or colleagues
4. Then ... your **boss**

(Goleman, *Social Intelligence: The New Science of Human Relationships*, 2006, pp. 311–313)

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### As Teachers We Serve By **Effective** Knowledge Sharing

“We believe a broad acceptance of the emotional lives of others is crucial for establishing good working relationships—**and good relations, in turn, lead to effective knowledge creation.**”

(Von Krogh et al., 2000, in Fullan, 2001, p. 51)




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**Your Heart & Soul Pursuit**  
 If your fundamental goal is to seek **external** balance then you have aimed too low ...

**INTERNAL BALANCE IS THE KEY TO WELL BEING**



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**Quadrant II Time Required!**  
 Becoming fully engaged in Quadrant I while strategically engaging in Quadrant II activity ...



**Only you can know what this is for you.**

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## Pursuing Internal Balance

What is your Quadrant II activity?

I'd rather be in  
**QUADRANT II**



finding  
balance

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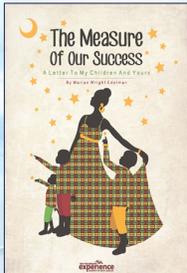
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## Yours, Mine, and Ours!



"So much of America's tragic and costly failure for all of its children stems from our tendency to distinguish between our own children and other people's children ...

*... as if justice were divisible."*



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## Your Mathematics Heart And Soul: Living The Quadrant II Life!

### Thank You!

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