ALL KIDS ARE SMART:
ADDRESSING STATUS ISSUES IN THE MATH CLASSROOM

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- What do status issues look like?
- Why should we address status issues?

To be successful today, your team will need someone who…

- can see geometric patterns
- can see numeric patterns
- can make connections between geometric and numeric representations
- can determine whether a conjecture applies to all cases
- can put together lots of information into one solution (deductive reasoning)

No one is good at all of these things, but everyone is good at something. You will need all of your group members to be successful at today's task.

Play your team role!

- ***Facilitator:***

  Make sure everyone has a chance to share ideas and to ask questions. Ask questions like: *Does anyone see it a different way?*

- ***Team Captain:***

  Keep the group focused and make sure everyone is following behavior norms. Ask questions like: *Does everyone see what s/he's saying?*

- ***Recorder/Reporter:***

  Make sure all math takes place in the middle of the table. Help people show their ideas in different ways. Ask questions like: *How should we start to set this up? How can we show where it grew?*

- ***Resource Manager:***

  Get materials for your team, including the teacher. Make sure all questions are group questions. Ask questions like: *Is everyone ready to explain our question?*

What makes a task group-worthy?

- Multiple access points
- Can be solved using multiple representations and/or problem solving strategies
- Utilizes a variety of mathematical strengths and perspectives
- Not easily solved by one algorithm; doesn't look like the "examples in the book"
- Challenges students to create and interpret meaningful mathematics
- ***May*** have multiple solutions

What makes a task group-worthy?

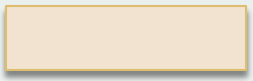
What are the features of a positive classroom culture?

- Productive and equitable math talk
  - Students ask each other for input, follow-up questions
  - Building on ideas of peers
  - Engaged body language and eye contact
  - Participation and "airtime" by a range of students
  - Pushing to reason and make sense
- Risk taking
  - Sharing ideas, including incomplete/incorrect answers
  - Asking questions
  - Students saying they are confused
  - Students disagreeing/challenging each other's ideas

What are the features of a positive classroom culture?

- Working persistently
  - Asking "what if" questions
  - Trying/testing more than one idea
  - Using multiple resources
- Redefining "smart"
  - All voices and ideas are valued by students and teacher
  - Using and valuing multiple methods, representations, and solutions
  - Searching for connections between ideas/methods

What are the features of a positive classroom culture?

		Is the task group-worthy?	
		Group-worthy	Not Group-worthy
Does the classroom culture foster participation?	Supportive Classroom Culture		
	Unsupportive Classroom Culture		

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