

## Robyn Silbey Professional Development Raising Teacher Quality and Student Achievement in Mathematics



By this time of year, the classroom is a well-oiled machine, and everyone has settled into their routines. In a rigorous, compelling, student-centered classroom, students have a burning desire to explore unknown terrain, convinced they will emerge with new knowledge and power. How are you promoting a classroom atmosphere that nurtures lifelong learners who persevere through challenging, new ideas?

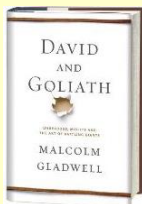
### In This Issue

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### David and Goliath, by Malcolm Gladwell



In David and Goliath, Malcolm Gladwell examines the effects that courage and creativity have on outcomes. He begins with the Biblical example of David and Goliath and moves forward in history through upheavals and civil unrest. Readers learn how conditions that are perceived as disadvantageous can actually contribute to a favorable outcome, and how "too much of a good thing" is sometimes a recipe for disaster.

Gladwell describes persisting through seemingly near-impossible times and situations. Using *compensation* learning, underdogs confront their limitations, overcome their insecurities, and contribute sizeable effort toward the goal.

### Shout Out! Hampstead Hill Academy



The staff at Hampstead Hill Academy Charter School works overtime to extend their professional growth in mathematics. Teachers devote one Saturday a month to learn more about the Common Core State Standards (CCSS). Each of Robyn's monthly, all-day workshops focuses on the Progression of a different CCSS domain across several grade levels with the Standards for Mathematical Practice always in the foreground.



Mathematics instruction is taking a front seat at Hampstead Hill Academy!

### The Powerful Tool of Co-Teaching

The title story is shared in a [TED Talk](#).



### Advice from Carolyn Hax

[Washington Post](#) advice columnist [Carolyn Hax](#) offers a pro-education quote worth repeating:

"...Take a constructive line on the value of school: Doing the work (note emphasis on work, not grades) feels like being shackled but it's actually a path to freedom; blowing it off feels like freedom but it's really a path to shackles. Real shackles, poverty shackles, shackles of ignorance, take your pick." The entire entry appears on the [Washington Post](#) site.



In the [November Coaches' Corner of Teaching Children Mathematics](#),

Robyn describes the advantages of co-teaching. A specific classroom example illuminates the use of data, instruction, reflection, and lesson study as tools for professional growth. The best news is that co-teaching is beneficial to both teacher *and* coach. Instructional strategies between both parties are shared and valued, and coaches have more direct, "front lines" contact with the teachers and students with which they work.

### Thanksgiving Topics in Mathematics



Between cooking and travel, Thanksgiving is loaded with opportunities to apply mathematical concepts and skills at home. Ask your students to write about how math was utilized over the

Thanksgiving holiday. Some conversation starters to inspire students:

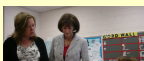
- (1) About how many total miles were traveled by everyone?
- (2) How might you calculate the total cost of travel for visiting guests?
- (3) What recipes required measuring? What is the total capacity of the dry ingredients in one dish?
- (4) About how many total hours of preparation were spent making the Thanksgiving meal, combining the labor of everyone who contributed something to share?



**Preview!** In December/January's Coaches Corner, Robyn

takes a closer look at [Common Core State Standards for Mathematical Practice 1: Making Sense of Problems and Persevere in Solving Them](#).

### Customized Visits to Suit Your Needs



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