

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



leap!

Happy New Year! Your students are refreshed and prepared to be propelled to the next level. How will you challenge them to apply the concepts they've learned in new settings and unrecognizable formats? Set the bar high and marvel at your students' ability to



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Integrating CCS Math and Writing Standards



How are the CCS Math and Writing Standards related? Think about this: Writing Standard W.6.1. invites

students to "write arguments to support claims with clear reasons and relevant evidence." This standard is supported by several Standards for Mathematical Practice including Standard 3, "Construct viable arguments and critique the reasoning of others."

How does that relationship look in the classroom? **Speak, Write, Reflect, Revise** describes a 5-step approach for integrating problem solving and the writing process.

1. In small groups, students discuss a rich word problem and brainstorm general solution strategies without solving it.
2. These solution strategies are shared in a class discussion.
3. Students solve the problem independently and write a draft justifying their specific solution process and the reasonableness of their solutions.
4. One or two volunteers read their first drafts to the class. Using a rubric, the class works together to upgrade the volunteers' drafts to full-credit anchor

Shout Out! Center City Public Charter Schools



At [Center City Public Charter Schools](#), the will to succeed through hard work is modeled for students every day by Central Office, Administration and Staff.

At Central Office, a tightly-knit group of Instructional Coaches and Math Specialists meet regularly. They share successes and discuss new ideas for maximizing the potential for their students.

During a visit to Shaw campus, I observed evidence of this work throughout the classrooms. Students were engaged in meaningful work throughout the day.

Hey students--grab the fine education that is being offered to you at Center City!

Teaching Teachers Mathematics



In the Coaches' Corner of the December/January [Teaching Children Mathematics](#) (page

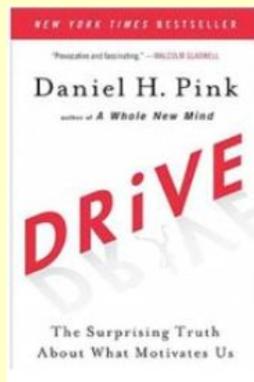
papers.

5. The discussion around the upgrade process and resulting anchor papers inspire students' second drafts.

Email Robyn at rsilbey@hotmail.com to obtain a more detailed summary of this process and learn how you can implement this highly successful problem solving strategy.

Daniel Pink's "DRiVE"

Daniel Pink shares his research on motivation in [DRiVE: The Surprising Truth About What Motivates Us](#). Among other fascinating insights, Pink advises us to greatly decrease our use of extrinsic rewards and punishments ("carrots and sticks") to motivate, focusing instead on building intrinsic motivation. Although this book not specifically written for education, there are great lessons to be learned for any teacher, coach, or administrator. You can watch [Pink's video](#) summarizing some of the themes on DRiVE via Ted Talks.



277), Robyn shares strategies for providing professional development that model the engaging, discourse-rich, learner-centered atmosphere so sought after in the classroom.



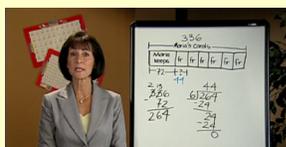
Read [Robyn's](#) article for additional information.

Fraction Solutions at Conceptua Math!



Students can mimic the procedures for finding fraction products and quotients, but do they understand why a product is sometimes small and a quotient is sometimes large? [Conceptua Math](#) uses a problem-based approach that is accompanied by visual tools and verbal representations called paraphrases. The result is an excellent, learner-friendly resource that helps students truly make sense of fractions.

Maximize Students' Potential!



How can I assist in maximizing the potential of every student in your school? Let's brainstorm together!

Send [Robyn](#) an email at rsilbey@hotmail.com or call 301-802-5285.

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