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Springtime: Let it Grow!

April 4, 2016 7:30 AM

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

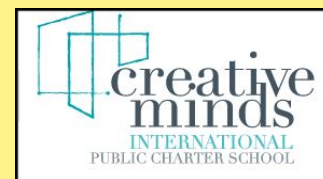
How are *You* Growing?

What can you do after the high-stakes assessment season?

1. Create instructional units for your students that reinforce key concepts and bridge to the next grade level.
 2. Reinforce your own content and pedagogy in the reduced-stress glow of after-testing.
- In what ways will *you* grow this spring? In what ways can I help?



Shout Out!
Creative Minds
International Public
Charter School



The staff at Creative Minds International PCS in Washington, DC enjoyed professional development days devoted to building math content. Grade level teams met in small groups to study and analyze Common Core Standards specific to their students' needs. Using a wide

In This Issue

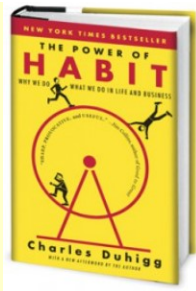
The Power of Habit, by Charles Duhigg

The Big Bang Theory

National Math Conferences

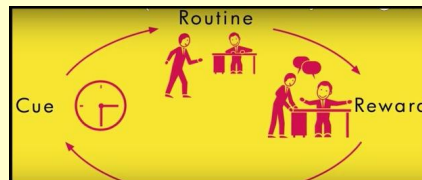
The Power of Habit, by Charles Duhigg

How can bad habits be rebuilt to reinforce



How can bad habits be rebuilt to reinforce positive changes? Duhigg's theory in The Power of Habit revolves around the habit loop. It consists of a cue or trigger that tells your brain to go into automatic mode, followed by a routine, and ending with the reward. As automaticity increases, the habit becomes ingrained and thinking diminishes.

To change the habit, simply alter the routine. It is a simple idea in theory, but requires belief in the ability to change and willingness to do the required work.



Duhigg offers a book full of inspiring examples that touch every aspect of our professional and personal lives. A brief snapshot of Duhigg's thesis is available in a [short video](#).

assortment of tactile and pictorial tools, teachers identified and discussed multiple entry points for learning.

Common multiplication and division situations. ¹			
	UNKNOWN PRODUCT	GROUP SIZE UNKNOWN ("HOW MANY IN EACH GROUP?" DIVISION)	NUMBER OF GROUPS UNKNOWN ("HOW MANY GROUPS?" DIVISION)
	$3 \times 6 = ?$	$3 \times ? = 18$ and $18 \div 3 = ?$	$? \times 6 = 18$ and $18 \div 6 = ?$
EQUAL GROUPS	There are 3 bags with 6 plums in each bag. How many plums are there in all? Measurement example: You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? Measurement example: You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? Measurement example: You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?

Robyn also led teachers through the real-life problem-solving situations described in the Common Core. Teachers found that the most rigorous situations were often under-represented in their current resources, so they made provisions for programming that included more challenging problems.

Paras or Parents as Partners



In the February Coaches' Corner of Teaching Children Mathematics, Robyn describes an ongoing training program in which the adults supporting the teacher's classroom use the most recent standards and practices to assist students.

Standards for Mathematical Practice on the Big Bang Theory

Teresa Emmert and Randi Womack share a collection of clips from the Big Bang Theory illustrating the eight Standards for Mathematical Practice.



Debbie Waggoner provides a companion recording sheet, along with answers. Enjoy!

National Council of Supervisors of Mathematics
National Council of Teachers of Mathematics

The National Council of Supervisors of Mathematics (NCSM) and the National Council of Teachers of Mathematics (NCTM) are holding their annual meetings in Oakland and San Francisco from April 11 through April 16, 2016. It's an inspiring event, with math leaders sharing their research and wisdom for six days.

Robyn's presentations:



NCSM: Building Bridges Between Leadership and Learning Mathematics

Wednesday, April 13

8:45-9:45

Junior Ballroom 1-2

Demonstrating Understanding of Algebraic

Concepts Algebra connects all of the concepts previously learned. Find out how the connections become clear to students.

NCTM: Building a Bridge to Student Success

Thursday, April 14

2:45-3:45

3001 Moscone

Collaborative Problem Solving through Productive

Persistence Explore a student-centered paradigm for complex problem solving that embraces the Standards for Mathematical Practice.



The school-based math coach designs the coursework

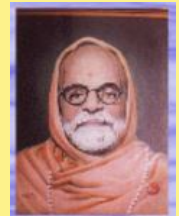
based on upcoming instructional units. She facilitates the monthly meetings, which include both content and pedagogy. The result? Students receive consistent, standards-aligned instruction.

Robyn's column can be found in the journal on page 391, or email Robyn for additional program details.

Quote of the Month

"It is magic until you understand it, and it is mathematics thereafter."

Bharati Krishna



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