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Student Learning Strategies

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

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Orchestrating Mathematical Discourse, by Gladis Kersaint

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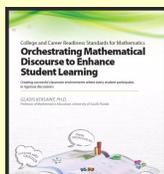
AMATYC

Shout Out! District of Columbia Schools

Coaches' Corner

Einstein

Orchestrating Mathematical Discourse to Enhance Student Learning, by Gladis Kersaint



In this whitepaper, Dr. Kersaint provides strategies for establishing a discourse-rich mathematics learning community that welcomes student involvement. First, Kersaint says to establish the

Shout Out!
District of Columbia
Public Schools



The National Assessment of Educational Progress (NAEP) is the largest

nationally representative and continuing assessment of what America's students know and can do in mathematics and other subject areas. The 2015 results are in! Average scores in 2015 were one point lower than those in 2013 for the nation's fourth graders and two points lower for eighth graders. However, District of



expectation that every student will contribute to the discourse community. Through discourse, teachers can monitor students' content knowledge as well as their confidence, interest, and perseverance.

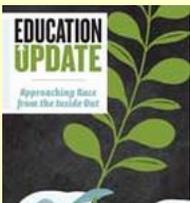
To establish a discourse-rich classroom environment, Kersaint suggests that teachers:

1. help students work with and rely on each other.
2. allow students independent "think time" before sharing in small and large groups.
3. use questions and prompts to encourage good listening skills, clarify, restate, or critique peers' comments.
4. use questions to engage students in discourse.
5. acknowledge the importance of mistakes in learning and understanding.
6. use collaborative learning strategies to support students in preparation for whole-class discussions
7. use a variety of strategies to engage all students in whole-class discussions.

As Kersaint says, "Facilitating student engagement in mathematical discourse begins with the decisions teachers make when they plan classroom instruction.



Why Glorify Failure to Enhance Success? by Thomas R. Guskey



In this ASCD Education Update article, Thomas R. Guskey differentiates between making mistakes and failure. He says that errors and mistakes require adjustments and corrections. By contrast, failure implies a complete

Columbia Schools offered a bright spot. Fourth-graders in the District made significant strides, climbing three points on the national math test. Scores for eighth-graders, which saw a bump in 2013, stayed relatively flat in 2015.



Specific results for your

state as well as for DC are available.

COACHES' CORNER This is *not* Your Mother's Mathematics!



In the November issue of Teaching Children Mathematics, Robyn explains how three Key Shifts in the Common Core State Standards challenge both teachers and students to deeply understand mathematics.

1. Focus: Each grade level targets a finite group of concepts for deliberation and



contrast, failure implies a complete breakdown that requires recovery. Guskey adds that "failure implies not coming close. It's not even being in the game."

Guskey suggests three important actions we can take to help students grow from mistakes while avoiding failure.



1. Anticipate and address "common errors" when planning instruction and designing curriculum. Build lessons to spotlight and clarify them before they become major learning potholes.
2. Use regular, informal, formative assessments to identify misunderstandings as early as possible in the learning process. Formative assessments paired with corrective activities prevent minor errors from becoming major failures.
3. Develop in your students--and yourself--a growth mindset for students' learning. Carol Dweck's work reveals that a growth mindset creates motivation and enhances productivity. With teachers and students in the same growth mindset, positive relationships flourish.

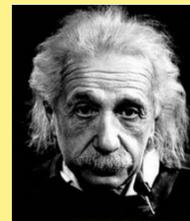
Guskey says that if students recognize their errors and correct their mistakes before they become major problems, they will believe that success is within their reach...and they will never have to recover from true failure.

- deep understanding.
- 2. Coherence: Topics are linked from one grade to another, creating a progression that promotes conceptual comprehension.
- 3. Rigor: Deep command of content through equal parts of conceptual understanding; procedural skills and fluency; and real-world application.

The Key Shifts ensure that classroom mathematics has relevance for students in their daily lives. See page 207 in the journal for more information.



Quote of the Month



"Any fool can know. The point is to understand."
Albert Einstein

Shout About *Your* Progress!

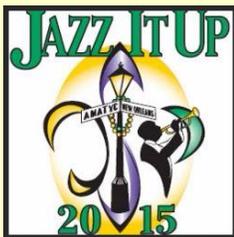
Invite Robyn to your district or campus!
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AMATYC: American Mathematical Association of Two Year Colleges Annual Conference



The annual AMATYC meeting is scheduled for November 19-22 in New Orleans, Louisiana. Robyn is presenting "Preparing Pre-Service Teachers for Common Core Teaching" on Friday, November 20 at 3:10. Hope to see you there!



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