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Who's Buying What We're Selling?
March 3, 2013 4:00 AM

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



Do your students feel the passion and love you have for mathematics? Are they actively engaged in class, hanging on to every word you and their classmates say?

Make math compelling and joyful enough to get buy-in from your students. Their future depends on it!

In This Issue

[Breaking News from NIH](#)

[To Sell is Human](#)

[NCSM and NCTM](#)

[In the Next Issue...](#)

NIH Releases Study of Math Foundations

A group of researchers sponsored by the [Eunice Kennedy Shriver National Institute of Child Health and Human Development \(NICHD\)](#) found that children who fail to acquire basic skills in first grade

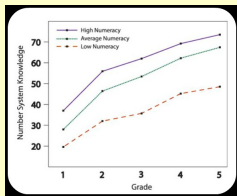


Shout Out! DC Arts and Technology Academy



Professional Development at the [DC Arts and Technology Academy](#) includes drilling down to deepen content understanding. The [Common Core Content Standards](#) are analyzed and revisited with an instructional focus on the Standards for Mathematical Practice. The result? Increased student engagement, improved

that children who fail to acquire basic skills in first grade score far behind their peers by seventh grade. The skills assessed in first graders included core number principles such as representation, order, composition and decomposition, and number relationships.



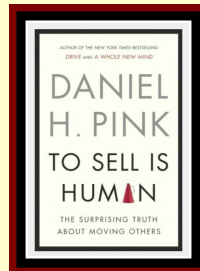
Researchers noted that the differences in numeracy between the high and low groups were not related to intelligence, language skills, or the method students used to make their computations.

The complete study appears online at [PloS One](#).



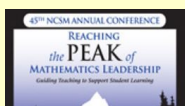
To Sell is Human, by Daniel Pink

[Daniel Pink](#) believes that we are all selling something. As educators, we are the quintessential salespeople, possessing both idealism and artistry. In [To Sell is Human](#), Pink quotes educator Holly Witt Payton, "I am selling my students that this lesson is the most interesting thing ever." If our students agree to buy what we are selling, we will provide them with the numeracy they need for life *and* prepare them for their brightest and most successful career path.



How effective is your sales pitch? Pink's book is certain to provide research-based inspirational and motivational strategies that are easily applicable to all of us.

See Robyn at NCSM and NCTM



Are you attending the [NCSM](#) and/or [NCTM](#) Conferences next month? Robyn will present a



attitudes, and recognition of the relevance of mathematics in daily life. Staff and students are excited about their upcoming explorations in mathematics!

How might [Robyn](#) help *your* school deepen content understanding for staff and students?

Constructive Classroom Conversations



In the Coaches' Corner of the upcoming March issue of [Teaching Children Mathematics](#), [Robyn](#) offers suggestions for creating a discourse-rich classroom. Questions are provided in the article that guide students through problem identification and problem solving. When compelling, open-ended questions are asked, the result is a collection of varied



different session at each conference. Both will focus on the [Standards for Mathematical Practice](#).

See you in Denver!

Coming Up in April's Newsletter



- Review: The War Against Dummy Math by Jay Mathews
- IGNITE!
- The Lesson Cycle: Engagement and Accountability, Start to Finish
- Life After the Assessment: A Student-Centered Reteaching and Review Strategy

Customize Visits to Suit Your Needs

Reach out to [Robyn](#)!
Call 301-802-5285 or email rsilbey@hotmail.com to arrange a visit to your district or school.



responses that provide critical information about students' thinking.



What questions would **YOU** like addressed in the Coaches' Corner for [Teaching](#)

[Children Mathematics?](#) Please email [Robyn](mailto:rsilbey@hotmail.com) at rsilbey@hotmail.com with ideas or requests. All are greatly appreciated!

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