

Participant Evaluation Report All MathLab™ Sites—Summer 2016

Background

Mathematically Connected Communities (MC²) MathLab™ was held in five locations throughout New Mexico in May and June 2016: Artesia, Gallup, Las Cruces, Los Lunas, and Pojoaque. Each MathLab™ consisted of a week of professional learning geared to specific grade bands: Grades K-3 (both a Grade 2 classroom and a Grade 3 classroom), Grades 4-6, and Grades 7-12. In addition, a Grade 6-7 session was held in Gallup.

The data in this report are compiled from the evaluation forms that were submitted by the participants at each MathLab™.

Number of Evaluations Returned

ARTESIA	GALLUP	LAS CRUCES	LOS LUNAS	POJOAQUE	TOTAL
33	77	93	34	46	283

Overall Satisfaction with the MC² Summer 2016 Math Labs

Participants were asked to describe their learning experience at the MC² Summer 2016 MathLab™ by rating six statements using the Likert scale below:

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

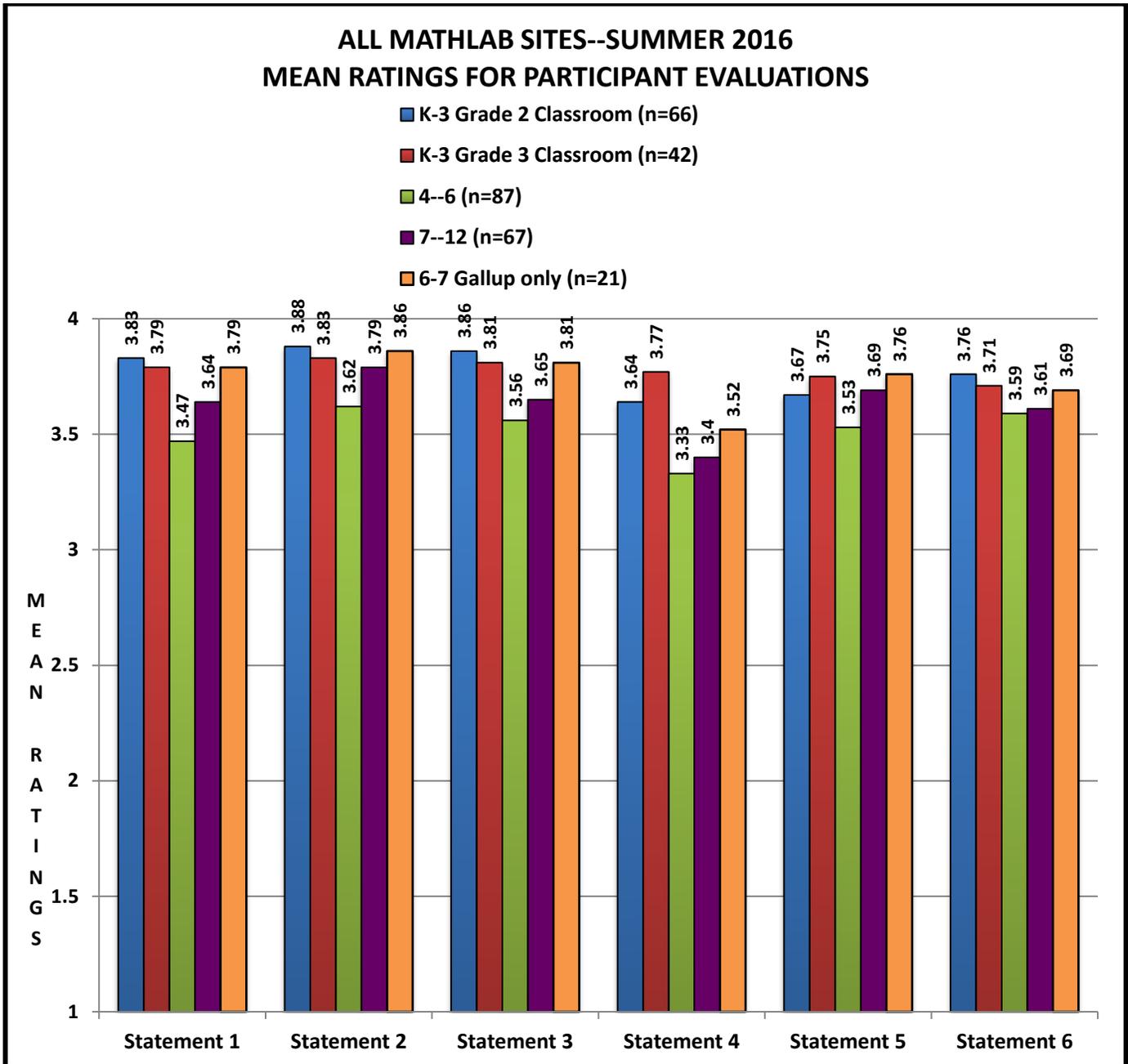
These six statements were

1. The goals of MathLab™ were clear.
2. The MathLab™ materials were useful and informative.
3. I have deepened/extended my knowledge about instructional approaches that increase student conceptual understanding of mathematics.
4. I have deepened/extended my mathematics content knowledge of the grade-level Common Core Standards regarding *Additive and Multiplicative Reasoning (Grades K-3)*, *Fraction Applications (Grades 4-6)*, or *Systems of Equations/ Inequalities (Grades 7-12)*.
5. I have deepened/extended my knowledge and experience to implement strategies that create a Standards-Based Learning Environment (SBLE).
6. I am leaving MathLab™ with either an individual or team plan of how to continue the mathematics professional learning at my school site or district.

Mean ratings indicate that MathLab™ participants were generally very satisfied with their summer learning experience, no matter what grade band they attended:

- Mean ratings for K-3 (Grade 2 classroom) ranged from 3.64-3.88.
- Mean ratings for K-3 (Grade 3 classroom) ranged from 3.71-3.83.
- Mean ratings for 4-6 ranged from 3.33-3.62.
- Mean ratings for 7-12 ranged from 3.40-3.79.
- Mean ratings for 6-7 (Gallup only) ranged from 3.52-3.86.

A bar graph comparing the grade band data for all MathLab™ sites combined for each statement on the evaluation is displayed below. Separate charts showing grade band mean ratings for each site as they compare to the mean ratings for all sites combined follow this graph.



GRADES K-3 (Grade 2 Classroom) (n=66) Which rating best describes your learning experience at the 2016 Summer Math Lab?	MEAN RATINGS					
	ARTESIA (n=14)	GALLUP	LAS CRUCES (n=24)	LOS LUNAS* (n=18)	POJOAQUE (n=10)	ALL K-3 Grade 2 Classrooms (n=66)
7. The goals of MathLab™ were clear.	3.93	THERE WAS NO GRADE K-3 MATHLAB HELD IN GALLUP.	3.83	3.83	3.70	3.83
8. The MathLab™ materials were useful and informative.	4.00		3.88	3.89	3.70	3.88
9. I have deepened/extended my knowledge about instructional approaches that increase student conceptual understanding of mathematics.	4.00		3.88	3.89	3.60	3.86
10. I have deepened/extended my mathematics content knowledge of the grade-level Common Core Standards regarding <i>Additive and Multiplicative Reasoning (Grades K-3)</i> , <i>Fraction Applications (Grades 4-6)</i> , or <i>Systems of Equations/ Inequalities (Grades 7-12)</i> .	3.79		3.67	3.61	3.40	3.64
11. I have deepened/extended my knowledge and experience to implement strategies that create a Standards-Based Learning Environment (SBLE).	3.79		3.79	3.39	3.70	3.67
12. I am leaving MathLab™ with either an individual or team plan of how to continue the mathematics professional learning at my school site or district.	3.86		3.83	3.56	3.80	3.76

* The K-3 session in Los Lunas included both Grade 2 and Grade 3 classrooms.

GRADES K-3 (<u>Grade 3 Classroom</u>) (n=42) Which rating best describes your learning experience at the 2016 Summer Math Lab?	MEAN RATINGS					
	ARTESIA (n=13)	GALLUP	LAS CRUCES (n=23)	LOS LUNAS	POJOAQUE (n=6)	ALL K-3 Grade 3 Classrooms (n=42)
1. The goals of MathLab™ were clear.	3.69	THERE WAS NO GRADE K-3 MATHLAB HELD IN GALLUP.	3.83	See K-3 data for Los Lunas on page 2.	3.83	3.79
2. The MathLab™ materials were useful and informative.	3.77		3.87		3.83	3.83
3. I have deepened/extended my knowledge about instructional approaches that increase student conceptual understanding of mathematics.	3.77		3.83		3.83	3.81
4. I have deepened/extended my mathematics content knowledge of the grade-level Common Core Standards regarding <i>Additive and Multiplicative Reasoning (Grades K-3)</i> , <i>Fraction Applications (Grades 4-6)</i> , or <i>Systems of Equations/ Inequalities (Grades 7-12)</i> .	3.77		3.80		3.67	3.77
5. I have deepened/extended my knowledge and experience to implement strategies that create a Standards-Based Learning Environment (SBLE).	3.62		3.80		3.83	3.75
6. I am leaving MathLab™ with either an individual or team plan of how to continue the mathematics professional learning at my school site or district.	3.62		3.77		3.67	3.71

GRADES 4-6 (n=87) Which rating best describes your learning experience at the 2016 Summer Math Lab?	MEAN RATINGS					
	ARTESIA (n=6)	GALLUP (n=29)	LAS CRUCES (n=22)	LOS LUNAS (n=16)	POJOAQUE (n=14)	ALL 4-6 (n=87)
1. The goals of MathLab™ were clear.	3.50	3.90	3.59	3.13	2.79	3.47
2. The MathLab™ materials were useful and informative.	3.67	3.93	3.71	3.44	3.00	3.62
3. I have deepened/extended my knowledge about instructional approaches that increase student conceptual understanding of mathematics.	3.67	3.79	3.70	3.19	3.29	3.56
4. I have deepened/extended my mathematics content knowledge of the grade-level Common Core Standards regarding <i>Additive and Multiplicative Reasoning (Grades K-3)</i> , <i>Fraction Applications (Grades 4-6)</i> , or <i>Systems of Equations/ Inequalities (Grades 7-12)</i> .	3.17	3.79	3.48	2.94	2.68	3.33
5. I have deepened/extended my knowledge and experience to implement strategies that create a Standards-Based Learning Environment (SBLE).	3.33	3.79	3.62	3.31	3.21	3.53
6. I am leaving MathLab™ with either an individual or team plan of how to continue the mathematics professional learning at my school site or district.	3.50	3.85	3.57	3.47	3.29	3.59

GRADES 7-12 (n=67) Which rating best describes your learning experience at the 2016 Summer Math Lab?	MEAN RATINGS					
	ARTESIA	GALLUP (n=27)	LAS CRUCES (n=24)	LOS LUNAS	POJOAQUE (n=16)	ALL 7-12 MATHLABS (n=67)
1. The goals of MathLab™ were clear.	THERE WAS NO GRADE 7-12 MATHLAB HELD IN ARTESIA.	3.70	3.63	THERE WAS NO GRADE 7-12 MATHLAB HELD IN LOS LUNAS.	3.56	3.64
2. The MathLab™ materials were useful and informative.		3.89	3.79		3.60	3.79
3. I have deepened/extended my knowledge about instructional approaches that increase student conceptual understanding of mathematics.		3.81	3.57		3.50	3.65
4. I have deepened/extended my mathematics content knowledge of the grade-level Common Core Standards regarding <i>Additive and Multiplicative Reasoning (Grades K-3)</i> , <i>Fraction Applications (Grades 4-6)</i> , or <i>Systems of Equations/ Inequalities (Grades 7-12)</i> .		3.56	3.38		3.19	3.40
5. I have deepened/extended my knowledge and experience to implement strategies that create a Standards-Based Learning Environment (SBLE).		3.78	3.75		3.44	3.69
6. I am leaving MathLab™ with either an individual or team plan of how to continue the mathematics professional learning at my school site or district.		3.69	3.63		3.44	3.61

GRADES 6-7—GALLUP ONLY (n=21)	MEAN RATINGS
Which rating best describes your learning experience at the 2016 Summer Math Lab?	GALLUP (n=21)
1. The goals of MathLab™ were clear.	3.79
2. The MathLab™ materials were useful and informative.	3.86
3. I have deepened/extended my knowledge about instructional approaches that increase student conceptual understanding of mathematics.	3.81
4. I have deepened/extended my mathematics content knowledge of the grade-level Common Core Standards regarding <i>Additive and Multiplicative Reasoning (Grades K-3)</i> , <i>Fraction Applications (Grades 4-6)</i> , or <i>Systems of Equations/ Inequalities (Grades 7-12)</i> .	3.52
5. I have deepened/extended my knowledge and experience to implement strategies that create a Standards-Based Learning Environment (SBLE).	3.76
6. I am leaving MathLab™ with either an individual or team plan of how to continue the mathematics professional learning at my school site or district.	3.69

Responses to Open-Ended Questions

In addition to rating statements using a Likert scale, participants were also asked to respond in writing to three items:

1. *What aspects of the MathLab™ did you find most useful? Why?*
2. *What part of the MathLab™ experience would you suggest changing to improve your learning (e.g., structure, facilitation strategies, content)*
3. *As a result of my attendance at the MathLab™, I plan to take the following action steps in my classroom, school, or district—*

The major themes emerging from an in-depth analysis of participant written comments are found below and on the next several pages. The responses were generally similar among the different grade level sessions. Selected participant responses are also displayed.

Question 1: What aspect of the MathLab™ did you find most useful? Why?

Common Themes (marked with an X)	ARTESIA (K-3, 4-6)	GALLUP (4-6, 6-7, 7-12)	LAS CRUCES (K-3, 4-6, 7-12)	LOS LUNAS (K-3, 4-6)	POJOAQUE (K-3, 4-6, 7-12)
Observing students and teachers in a real classroom situation (live feed)	X	X	X	X	X
Interacting with actual students	X	X			X
Collaborating with colleagues and having discussions about what was observed			X		X
Watching Math/Number Talks being modeled		X			X
Witnessing the creation and use of class/group norms		X			

Selected Responses

Question 1: What aspect of the MathLab™ did you find most useful? Why?

ARTESIA

The focus on student learning and the foundation that needs to be set before any further math can be implemented. (K-3)

I found the connection between the adult room and the student room was extremely beneficial! I liked being able to watch and participate with the learning taking place. (K-3)

Being able to practice with real students and being able to watch real teachers, not perfected videos. (K-3)

Number talks because it gave me a strategy to promote number sense. (4-6)

Viewing strategies & questions/ answers with students taking place. Being able to ask/give input. It's important to share what is being used with fellow educators. (4-6)

I found observing and interacting with the students was very useful. It was because I could watch the teacher apply a strategy with a student and then practice it. (4-6)

GALLUP

Number talks, PPP/I because it's a continuous process of computation—students get to see and hear math processes and helps me prepare. PPP/I—builds stronger relationships. (4-6)

There were so many aspects that were wonderful. The number talks were extremely powerful and informative. I also truly appreciated getting to see these strategies and topics taught with our students to show us it can be done. Watching the lessons and then discussing them were extremely powerful! (4-6)

I think that having a MathLab with students to interact with and monitor has been essential for better understanding and practicing the concepts that we focused on this week. Seeing the MC2 facilitator "model" was very powerful! (4-6)

Extraordinary teachers—intellectually stimulating; welcoming. Terrific resources. Wonderful math activities & strategies. Great class to be in. All contributions were valued & celebrated. Eager to come every day. (4-6)

I found the mindset very helpful. It helps the students go beyond with their learning. (4-6)

Viewing students actually learning through the lessons presented. It allowed me to think about using in my own class. Allowed me to see strategies in practice. with actual students. Gave me confidence that SBLE is effective. (6-7)

Norms, Number Talks. The most useful to me was watching the teachers & kids interact (video). Teachers model. Kid interaction gives me insight to more group dynamics. (6-7)

The Number Talks, the use of SBLE & Math Practice use. It helped to go back to how the learning impacts the students' learning & what math practices we are attending to. Helped me to be more focused on my intent. (6-7)

Number talk video feed—It is much easier to understand when I see it in action. (7-12)

Wait time is invaluable to the thought processing of our students. This will build conceptual understanding. (7-12)

Establishing Group Norms in the beginning of the year is a critical component of a conducive learning environment. Another, would be the Number Talk for kids to think outside the box and is beneficial in enhancing mental math skill. (7-12)

LAS CRUCES

Observing the teachers and students in the classroom. Actually working with the students and seeing their progress (growth) throughout the week and taking games home to implement in my class. (K-3)

Involvement with children is most helpful. I saw the progress from 1 to 5. You could have told me that data, but seeing it made it authentic for me. (K-3)

Starting with strong student developed class norms and referring to them constantly will facilitate student interactions and listening. Engaged students will learn. (K-3)

I thought the high level of SBLE was incredible. I didn't realize students could teach and understand each other just by exploring. (K-3)

Higher math skills focused on deepening student thinking and sharing strategies. 2 years ago, I took the MC² course and have found a huge change in my students' understanding and participation in math—students loved math more, understand better, and achievement has been much higher. (K-3)

Number talks, KFA, LES, Math Practices—They all display and exhibit how the teacher should interact w/ the students. (K-3)

The discussions about the different types of mathematical reasoning helped me to better understand where my students are coming from in their thinking and will help me to be able to guide them in their learning. I also really liked being able to see real kids working in a real classroom setting. (K-3)

Not to try to correct misconceptions immediately—Give students time to uncover the misconceptions themselves. (4-6)

I really appreciated the modeling of number talks and how and what we want students to take away from that. (4-6)

Collaboration is always useful to me. MathLab specifically. I really enjoyed number talks and becoming more familiar with them. I feel much more confident in doing them in my class. (4-6)

I found collaboration with other teachers (expert-novice) very useful. I also appreciated discussing strategies, practicing them, and seeing them practiced by others very rewarding. (4-6)

Interacting w/ students to practice what we learned on the adult side. (P³) This helped me put things into practical perspective! Thank you! (4-6)

Going into the math practices and how to not only incorporate them into the classroom but make students aware is very useful. I also found it useful the information on ways & strategies to encourage students to think abstractly. LOVED all the interaction with the students!! (4-6)

I enjoy that we are taught as we would like our students to be taught. We do activities to learn strategies rather than read a PowerPoint about them. I also like that we are able to do and struggle through math concepts with peers. (7-12)

The live stream viewing. It allowed me to see the growth of the student knowledge thru the week. (7-12)

Being able to see the strategies put into practice with actual students was helpful for me to finally buy into the whole process of student knowledge driven learning even more. (7-12)

Modeling of SBLE by facilitators—this group of kids better represented the students in a regular classroom and I got to see some of how the teachers addressed the learning & how the students interacted w/ one another. Number Talks—asking clarifying questions by teachers & recording what students say. (7-12)

Doing the math prior to seeing the kids work on it was the most useful because I believe it's a critical protocol we must put in place in our own practice. (7-12)

LOS LUNAS

I enjoyed being able to see the different ideas being implemented in a class setting. The light bulbs going off in the children's minds were incredible. The sharing from one another was amazing. (K-3)

I found the actual doing and watching of the students most helpful. Other training just tell you how to do something this training actually showed me the how and the why. (K-3)

So many. Watching the live feed was amazing and reinforced by the teacher talk interactions after the lessons. Being able to ask questions in a safe environment was wonderful. (K-3)

I found the collaborative conversations about math & the teaching of math so useful. I found that each new perspective helped me form new thinking about math and my own teaching. (K-3)

Learning about the structuring of numbers and the importance of it to build fluency and progress in math. The learning that was done with the kids was very powerful. (K-3)

The opportunity to see S.B.L.E. & L.E.S. practiced in the classroom with our students. You can learn/hear about something, but I am a visual learner & the real buy-in happened for me when I saw growth in students. (K-3)

Observing kids/teachers as they explore fractions. I learn a lot when I see what I am learning used by great teachers with real kids. (4-6)

I liked that I was able to get feedback from other teachers that weren't in my district. (4-6)

Observing the facilitators teach the students. It was an excellent, live point of view that I will remember for a lifetime! (4-6)

POJOAQUE

I really enjoyed learning how to use the PPPI model, because it really opened my eyes on giving students time to think. (K-3)

MathLab has deepened my knowledge about instructional approaches that could help students enjoy and understand mathematics. I really enjoyed having students to observe & the discussion about what we viewed. (K-3)

Getting to interact/work with the students, because we are teachers, we learn best from the students. Also, getting to hear what other teachers had to say within our group. (K-3)

The formative assessments were a quick and easy tool to use to gain a better understanding of how students are thinking and applying their knowledge & strategies. (K-3)

I feel that being able to view students from our own schools using the methods & strategies of MC² gave me more confidence & hope in the program. (4-6)

The final activity on the last day with the trail mix. I realized that I have been underestimating my students. I need to stop being an enabler ☺. (4-6)

Observing student learning along with the fish bowl. This helped me see and understand the teacher moves. (7-12)

The collaborative activities helped to model what we would do in the classroom. Working together on the math was engaging. (7-12)

I found all aspects useful because I will begin my first year of teaching in August. I am new to MC² & have definitely absorbed a lot of information. (7-12)

Question 2: What part of the MathLab™ experience would you suggest changing to improve your learning? (e.g. structure, facilitation strategies, content)

Common Themes (marked with an X)	ARTESIA (K-3, 4-6)	GALLUP (4-6, 6-7, 7-12)	LAS CRUCES (K-3, 4-6, 7-12)	LOS LUNAS (K-3, 4-6)	POJOAQUE (K-3, 4-6, 7-12)
No Response	X	X	X	X	X
Not applicable/ No changes needed/Nothing/None	X	X	X	X	X
No suggestions, only praise for MathLab™	X	X	X	X	
More opportunities to interact with students			X		X
Spend less time sitting and observing			X		X

Selected Responses
<p>Question 2: What part of the MathLab™ experience would you suggest changing to improve your learning? (e.g. structure, facilitation strategies, content)</p> <p style="text-align: center;">ARTESIA</p> <p><i>I really think this was awesome. Keep up the great work. (K-3)</i></p> <p><i>More handouts like math hat, group activity how to, etc. (so you don't have to email it later when you would like to have a Brain Break). (K-3)</i></p> <p><i>More class presence to see everyone as the camera focuses only on a select group. (K-3)</i></p> <p><i>More chances to interact with students, not just observing. (K-3)</i></p> <p><i>If lunch is provided then only provide ½ hour for lunch rather than a whole hour. That way training day could be shortened and keep participants focused. (4-6)</i></p>
<p style="text-align: center;">GALLUP</p> <p><i>I would like to spread the 5 days of back to back learning over 2 weeks because I would have learned more if I was given some more think time. Thank you for your hard work! (4-6)</i></p> <p><i>Everything was great! The technology used was efficient, even w/ the little quirks, the lunches were fantastic. The resources and staff were terrific. Materials were always shared and available. (4-6)</i></p> <p><i>I wouldn't change anything. I would like to have follow up training on # talks. (4-6)</i></p> <p><i>I like watching both students and teachers feel the struggle to learn, but I would incorporate and <u>directly</u> teach <u>growth mindset</u> on day 3 or 4 at the latest to have <u>students</u> have the opportunity to thrive in this environment. (4-6)</i></p> <p><i>I would have liked the opportunity to work more with other teachers in the lab beyond my table. I would appreciate follow-up PD and assistance from the MC2 team. (4-6)</i></p> <p><i>Provide in written form (in binder) facilitators' email address & information about them—currently teach @, grade level taught, & such to give us a perspective of each person that we can remember later. Also possibly names of participants in our grd level group. (6-7)</i></p> <p><i>This is my first training with MC2 and I learned so much. I am excited about implementing the strategies I've learned into my classroom. Everything was GREAT!!! Thank you. (6-7)</i></p> <p><i>The video experience was great but I felt like it was too long. Many of the teachers had checked out and having sidebar conversations, making it difficult for those of us who wanted to listen. (7-12)</i></p>

LAS CRUCES

It was odd that the presenters often answered a question with a question? (K-3)

I just wish I had more time to really absorb all this wonderful learning. At times I feel just like the kids, I don't fully understand. I need more time to process things. (K-3)

I would like to spend more of the afternoon debriefing with the a.m. instructors. (K-3)

Sitting less. The rest was awesome! 😊 (K-3)

It would be great if we could somehow get the mindset posters and more info. about that. (K-3)

Everything was great. Teachers and students had a great improvement every day "in only five days." I was able to notice a totally different "actitude" / "personality." (K-3)

I can't think of anything. This was my 1st experience with MathLab, and it was extremely helpful. (4-6)

Consider doing a rookie MC2 class that introduces basic concepts. Then maybe a veteran class for those who have experienced concepts & lessons before. (4-6)

Question: Are resources fro MathLab (emoji page, activities, etc.) available online at MC² site? (I forgot my thumb drive! 😊) (4-6)

I would suggest changing the morning where we are observing students. It was a long time for us to observe students for four days. More activities or breakout sessions for part of that time might help. (7-12)

A class composed of all ELL's or all SPED students, because I have classes like that all the time and I would like to learn how to handle such class. New strategies rather than the same old thing. More energy from the facilitators in the adult room. (7-12)

LOS LUNAS

There is a lot of sitting and watching during the week. If there is any way to make the process more interactive, it would be great! (K-3)

I would love to have more of my grade level team members present. I feel it is going to be difficult to plan on my own once I am back at school. (K-3)

I wouldn't change anything. I feel like I've learned a lot this week. (K-3)

I think more hands on work as well as more time to observe student thinking would be helpful. (4-6)

Attention only lasts 30 minutes. Whole a.m. watching math lab becomes less effective. It seems the Hiking Trail activity was way too complex. Did the leaders find that sts. actually learned about fractions this week? (4-6)

I would have liked more content and teaching strategies. More content on how to use manipulatives with students. Different ways to teach math—not all "exploration." We can't spend the whole year exploring. They need more guidance at times—how do we do that? (4-6)

POJOAQUE

It would be nice to work with students and interact with them throughout the morning. (K-3)

Allowing us to work more with the kids. Also, allowing us to have the course within one grade level, or the grade level above or below ours, not two grade levels. Be more active in the observation part. Sitting, low lights = sleepiness and boredom. (K-3)

Please do not let the "productive struggle" go beyond ultimate frustration for students as well as teacher participants. (4-6)

I think we need more opportunities to improve our learning of mathematics for our own development. (4-6)

Nothing really! Maybe more materials on what we would be working with but really it was great. (7-12)

Less time with live feed. More time in "Student Mode," modeling teaching strategies to tie back to the indicators. (7-12)

Question 3: As a result of my attendance at the Math Lab, I plan to take the following action steps in my classroom, school/district...

Common Themes (marked with an X)	ARTESIA (K-3, 4-6)	GALLUP (4-6, 6-7, 7-12)	LAS CRUCES (K-3, 4-6, 7-12)	LOS LUNAS (K-3, 4-6)	POJOAQUE (K-3, 4-6, 7-12)
Implement/consistently use Math/Number Talks	X	X	X	X	X
Establish group/class norms		X	X		
Allow students to explore/discover more on their own			X	X	
Utilize PPPI strategy					X
Integrate Math Practices into instruction			X		X
Share MathLab™ learning with colleagues		X		X	

Many other strategies/action steps were mentioned in addition to the common themes listed above. These included

- Use the LES model
- Use the DIET protocol
- Employ sentence stems
- Work on group/team building
- Focus on math fluency
- Use partition cards
- Establish Math Centers (math games)
- Use the KFA chart/strategy
- Incorporate number lines into math lessons more
- Embrace Growth Mindset
- Allow more time for learning reflection
- Increase wait time.

Selected Responses

Question 3: As a result of my attendance at the Math Lab, I plan to take the following action steps in my classroom, school/district...

ARTESIA

Daily Math Talks ALL year! And allowing my students to formulate their own ideas, strategies, and learning! (K-3)

I will be changing my approach to helping my students become fluent and develop number sense. (K-3)

I will attempt to incorporate the aspects of structuring numbers into my classroom through games, number talks, and meaningful lessons. (K-3)

Using Math Talks more effectively and using the DIET model for PLCs. (K-3)

Use the math practices standards daily, KFA, and PPPI. (K-3)

Incorporate number lines more into lessons especially w/ fractions. Conceptual understanding before procedural. (4-6)

I plan to use number talks, better questioning so students think deeply for themselves, and awareness & use of mathematical practices. (4-6)

GALLUP

Get “number talk” in my classroom. Forget about a fixed mindset & start to embrace the idea of growth mindset both personally & professionally. (4-6)

I will jump into the process/ practices/ modalities and do them in my classroom. I am excited to find out how MC2 will change my life as a teacher and my students’ performance towards success. I am ready for a big change! (4-6)

Questioning techniques. Strategies!—MC2 does a fantastic job making me feel confident teaching math!! 😊. The idea of Growth Mindset. Thinking about Mathematical Practices. (4-6)

1st day set the norms. Appreciate & respect everyone’s learning. (4-6)

Begin Number Talks—Day 1 to Day 180. Continue to see out Growth Mindset resources. Work on my own Mental Math strategies so I can help my kids more. (4-6)

I will incorporate practice and use the PPPI strategies to build better community relationships with my students and colleagues. (6-7)

I plan on doing a book study with my dept. with the number talks book, starting number talks, and daily learning reflections. (6-7)

Implement Number talks on a regular basis (daily). Set up my classroom (and lessons) to support a student/standards based learning environment and supporting practice with The Mathematical Practices. (6-7)

I plan to use the Number Talks and strategies to document student thinking such as chalk talk/gallery walk. I also plan to use the emoji reflection as an exit ticket for my class. (6-7)

I plan to use the new strategies I’ve learned and extend the strategies I was already using, because I feel more confident that I was on the right track in my teaching methods. (6-7)

Re-write curriculum to be quality over quantity. Teach to the students not to the math. (7-12)

talks, group norms, personal think time. (7-12)

I do not think I can do this kind of teaching style. (7-12)

I am planning to create with my students class norms, introduce number talk and teambuilders activity. (7-12)

LAS CRUCES

I plan to begin my K-3 PLUS program with “Number Talk” and assessing my students in order for them to be at the place they need to be with number sense. Thank you for all your hard work 😊 and dedication to our learning as teachers and for the growth of our students. You guys are awesome! (K-3)

I will organize & play games knowing that having fun enhances learning! Interventional fun is meaningful learning. (K-3)

I plan to use the partition cards to assess my students plus use the activities to help them grow. (K-3)

Providing exposure and experience allowing them to think and discover on their own without pushing them beyond what they are ready for. (K-3)

Be productive & consistent, set up the norms, correlate what I’ve learned to our investigations, & facilitate games. Listen to students’ thinking more & allow them to explain & teach. 😊 (K-3)

Structure my math like mathlab. Dig deeper into how students learn. Make time to reflect and talk to other colleagues in my school district. (K-3)

#1 I’m going to improve my initial activities to establish norms. #2 I’m going to use the partition cards for assessment. #3 I want to use the Launch Explore Summary model and try to set up the math centers. (K-3)

Continue math lessons with a hands-on approach, focusing on exploring and explaining math concepts including number talks and using math practices. (K-3)

The DIET Protocol, the Number Talks, information on fluency (especially the centers) how important manipulatives are, pretty much everything. (K-3)

Begin Number Talks. Incorporate Math Practices. PPPI, KFA. Setting up Class Norms. Discussion starter stems. (K-3)

My big take-away is the classroom management techniques! The norms, the classroom meeting, the number talk. My class is exploring but I learned how to facilitate it a little better. Thank you! (K-3)

Improve the SBLE in my classroom. Make time for daily reflection & examination of student work. Make strategic choices in using curriculum. Use my knowledge of additive & multiplicative reasoning to move students forward in their math learning. (K-3)

Do number talks faithfully. Refer to group norms daily. Be mindful of PPPI. (4-6)

Try to keep lessons at the discovery level allowing for productive struggle, let the students conceptualize their thinking. (4-6)

Incorporate Number Talks more frequently. Develop classroom norms and promote/develop SBLE. I would like to exercise more PPPI in my classroom. Encourage student thinking and flexibility. (4-6)

Re-visit whole/small group norms more consistently. Be deliberate with PPPI and allow my students more of an opportunity to be one with their metacognition. Continue using # talks in the classroom. 3-2-1 reflection piece, chalk talks, using the mindset spectrum to get a feel of how my students feel about math and using the Emoji reflections. I also have to remember NOT to give up! Persevere! This week was EMPOWERING to say the least. I have learned so much about who I am as a teacher and the direction I want my teaching to go! Thank you for reminding me to attend to my own precision (math practices, P³I, learning targets) and when things get tough or don't seem to be working PERSEVERE! (4-6)

I plan to utilize math practices more in my classroom. I also want to use learning targets to help focus student learning. I hope to use number lines more to push my students further. We plan/hope to try and have number talks in every classroom in district. (4-6)

I plan to continue Number Talks but I will do them more often and make them more meaningful. I will also give students more time to explore math. (7-12)

Incorporate number talks. Group norms (create, revisit, ingrain). Less teacher talk and more student talk. (7-12)

Math Talks more frequently, team building activities continually throughout the year, pausing. (7-12)

LOS LUNAS

I plan to use Number Talks, the LES model, and to focus (in depth) on building fluency within 10. (K-3)

I am going to use the partition cards assessment and share it with my grade level colleagues. We will use this as a starting point for our math discussions. (K-3)

I want to do a number talk at least every other day if not each day. I want to stand back and let my students learn from their mistakes, not correct them right away. I want to develop norms as a class and use sentence stems. (K-3)

I plan to implement the L.E.S. structure, encourage more accountable talk in my classroom, and not feel guilty about neglecting the math program (i.e. workbooks) to provide my students with enhanced learning opportunities. (K-3)

I will ask students more to explain their thinking. I will provide more wait time for thinking. I will encourage a growth mindset. (4-6)

I will give my students an opportunity to be more independent in their thinking. I will share w/ colleagues what I have learned. (4-6)

I will use Number Talks to allow students to struggle and share their thinking. I like the way the norms were created by students during their think time. Become comfortable and aware of Math Practices and PPPI in my classroom. Step away from doing all the talking. (4-6)

We are going to take Number Talks back to our school site and demonstrate a number talk for the rest of the school. (4-6)

POJOAQUE

Meet as a K-1 group to discuss our progress on implementation of PPPI and the LES model. Meet once a month to support one another and review video of us practicing our new skills. (K-3)

I plan to pause and give students time to explore. I will like to focus more on the math practices. I will also question my students differently, without giving them the answer or the direct goal. (K-3)

I would like to change how I am doing interventions and focus on math practices more. (K-3)

Number Talks, setting goals for content & practices and discussing this first w/ students. Pause-Think-LISTEN. Look @ multiple approaches open mindedly. Thank you for being patient with us! Your example of kindness/ thoughtfulness was exemplary 😊! (4-6)

Set up an SBLE classroom, implement number talks as a regular routine. Help other teachers in my school become knowledgeable and proficient at number talks and SBLE. (4-6)

Creating a SBLE requires practice and perseverance. The MathLab has given me tools to improve. (7-12)

Do number talks and sentence frames as a way to improve student discussion. (7-12)