

① How do you choose which students to call on when going over the bell work? Is it random, or do you choose specific students on purpose?

- Make sure to hit everybody
- Ask for volunteers for explanation or tricky question
- Random - strips in a cup

② How do the Common Core Mathematical Practices influence your teaching?

③ I noticed you assigned seats for your 5th period but not 4th period. Why is that? Also, how do you choose who sits where?

1) I try to be as random as I can during bellwork. My bellworks are meant to be problems we've seen before & students should be able to do, so I use cold calling to hold students accountable.

Sometimes I randomize it w/ popsicle sticks or index cards, but with my small class sizes, I didn't bother this year.

Another favorite strategy is to call on someone, then ask who they would like to "pass to". This still holds students accountable, but remembers me as the "villain" who "picked on me". The popsicle sticks do this too.

This also means: I need to be prepared if a student doesn't know the answer. There are lots of questioning strategies for this too.

2) I think of the standards of mathematical practice when I ~~think~~ imagine ^{what} ~~how~~ I want my class interactions to look like; ^{how} I want students to progress through my tasks or assignments or activities.

I don't go into every lesson thinking "today I'm hitting standard " - these practices are too holistic to try to dissect & implement piece-meal. I try to let them guide the culture of my class & my expectations for student interaction. New pen!

I also rely on them to justify some of my more nebulous, process-based lessons where my goal is for students to practice a certain way of thinking rather than leave the lesson knowing a new "thing" or "skill". One of my first lessons in the year is to explore

the Locker Problem, where the goal is to work carefully & look for patterns & get used to working in groups & communicating.

Without the standards of practice, I wouldn't be allowed to teach that lesson, because they don't leave the day learning something "new" - they leave doing something new.

Other things that are similar to the Standards of Mathematical Practices that I keep in my head

- Al Cuoco's "Habits of Mind"
- Park Math's Habits of Mind
- parkmath.org

3) I had been facing some behavioral issues in 5th period the last few days - students being disconnected from the lesson & not internalizing what we were working on.

So - I changed the seats. Changing the environment for students is a great way to re-establish norms & expectations. I also had two students - [redacted] - who were catching on very fast & were getting bored. So, I separated them from the class & gave them the no work for the whole day for them to work on on their own.

[redacted] was mad, but he settled down, did his work, & wasn't a distraction - so, ~~just~~ changing seats worked.

On days like this, where part of my goal is to re-establish norms & expected behavior, I'm expecting to slow down & not

get as far as I may expect.
This is the trade-off, but I
think its worth it - I'd rather have
a class that's moving slower but is
held accountable to it's really learning
rather than move fast but face
behavior discipline/retention issues.