

All Students Should Love Math!

Create Engagement
Through Thinking, Talking,
and Collaborating



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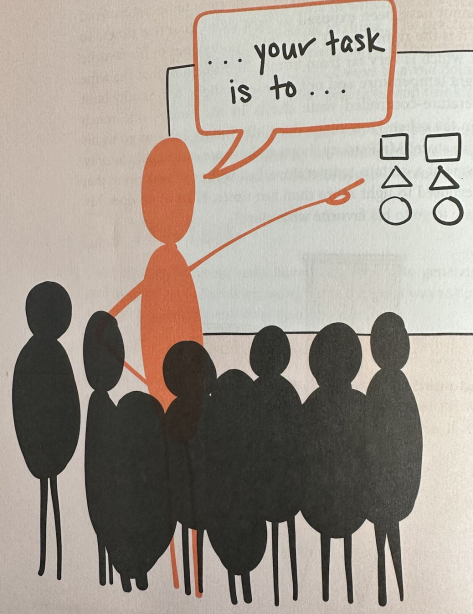
Kellie Strader
Secondary Math Coach
Davis School District



Trish Syversen
K-12 Math Supervisor
Davis School District



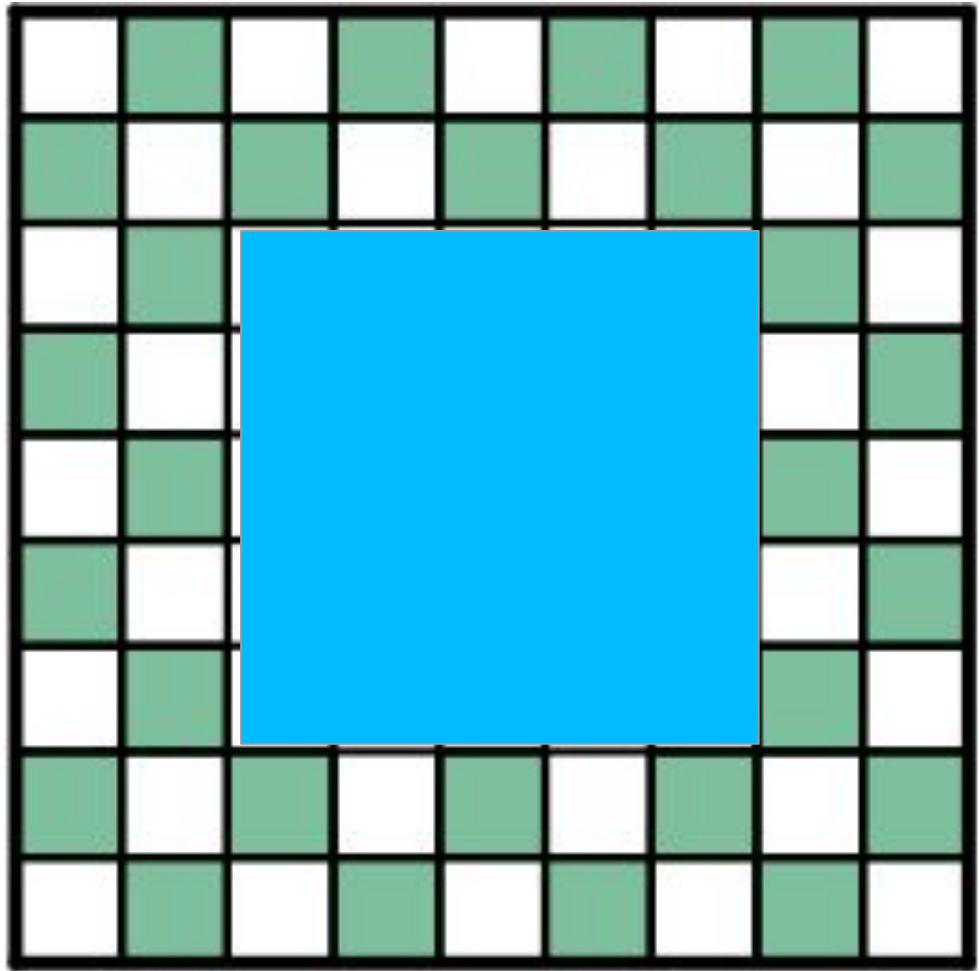
Rakiya Brown
Partner Success Manager
TeachFX



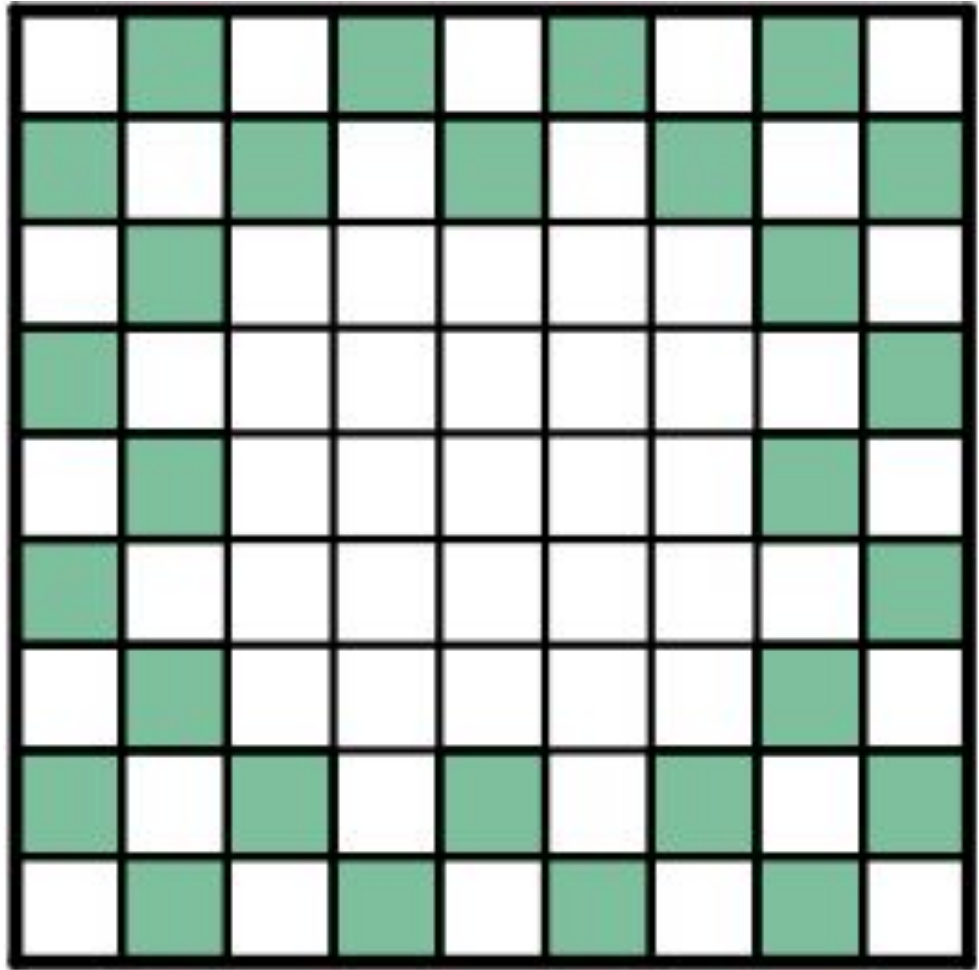
Math Task

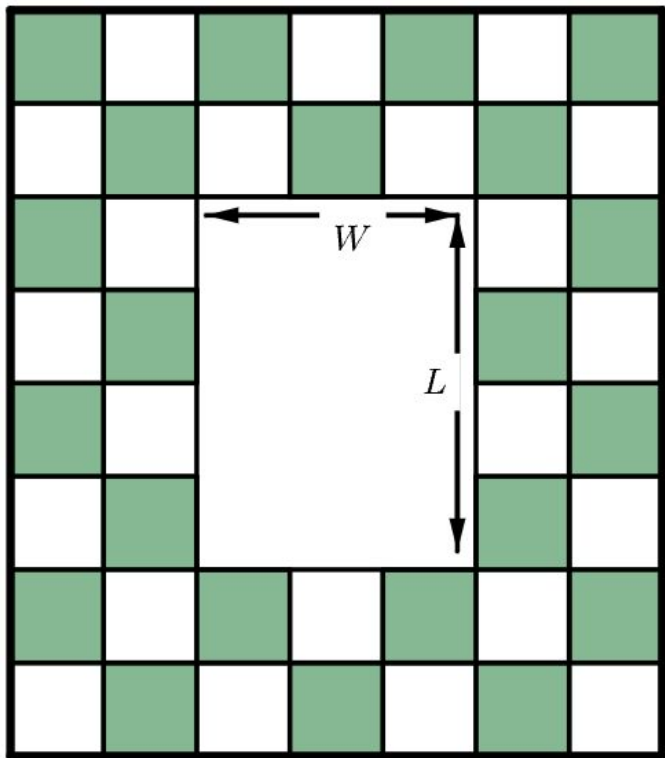


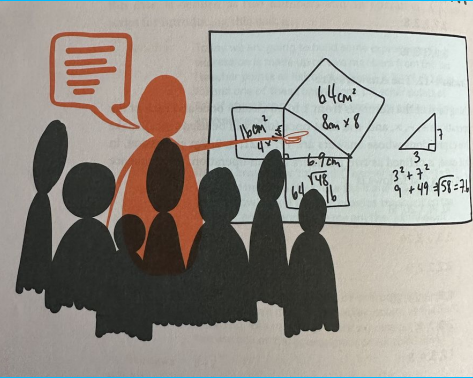
Tile Border Around a Pool



Tile Border Around a Pool







Consolidation



TeachFX Data

- *How did I introduce the task?
- *When did I introduce the task?
- *What questions or response did students have?
- *How did I respond to those questions?

Here are your talk ratios from this class.



Here are the words spoken most frequently by **teacher** and **students**.



Student: The reason that I thought it was yeah. It was because if our input is 2, 2 times 2 is 4, plus 1 is 5. If you do Sydney's, it would be 2 times 4 is 8, plus 1 is 9, which is incorrect. So I believe it's least because with both figure 2 and figure 4, it does add to what's shown on board.

Teacher: Okay. Let's go to the library 123. Alright. I've heard a lot of neither or Leah anyone in the Sydney camp who wants to talk about. Why might be sitting here? Why is someone might think it's sitting?

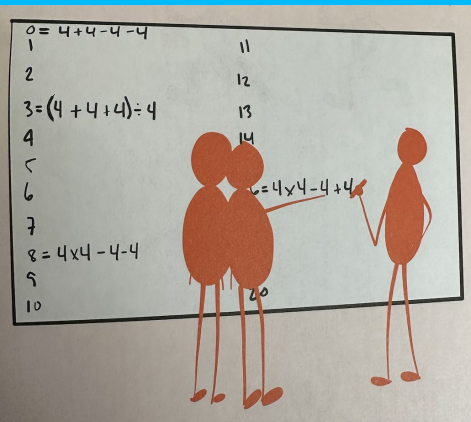
Silence: (for 5 seconds)

Teacher: Me

Teacher	41%	29 min
Student	13%	9 min
Silence	3%	2 min
Group	43%	30 min

25:11 / 1:10:42





Consolidation Debrief





What did you notice about the discussion when we brought you all together?



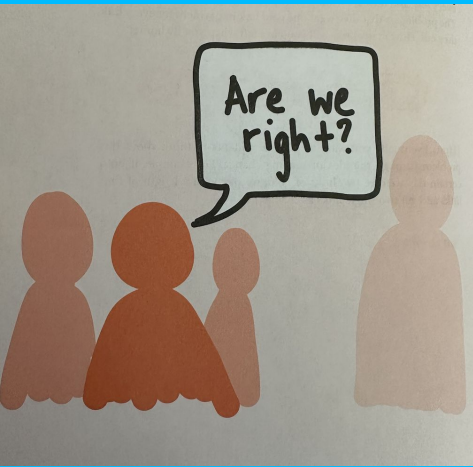
What general questions did we
ask to get the conversation
started?



What task-related questions
did we ask to keep the
conversation flowing?

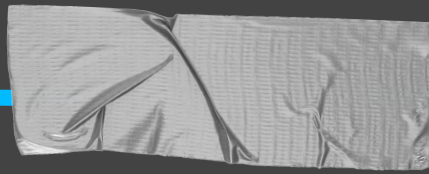


How did those questions lead
to deeper thinking?



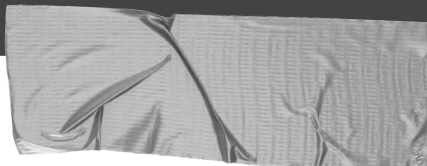
Question Task





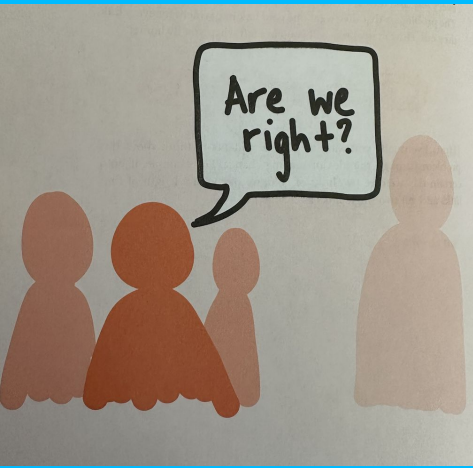
Three Types of Questions

- Proximity Questions - P
- Stop Thinking Questions - S
- Keep Thinking Questions - K



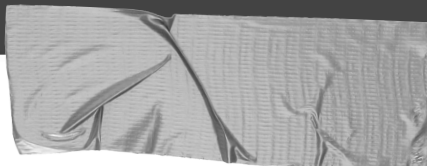
Sort into categories P, S, or K

1 - Do we have to learn this?	4 - As you walk by, James asks if we need to solve all of the problems.	7 - Is this going to be on the test?
2 - Can we get the next question?	5 - Can we solve for the negative case as well?	8 - When you say numbers that add to 25, do we need to stick to whole numbers?
3 - Do we get a grade for this?	6 - Is this right?	9 - As you walk by, Jose asks if his answer is correct.



Question Task Consolidation





Ways to answer a stop-thinking or proximity question:

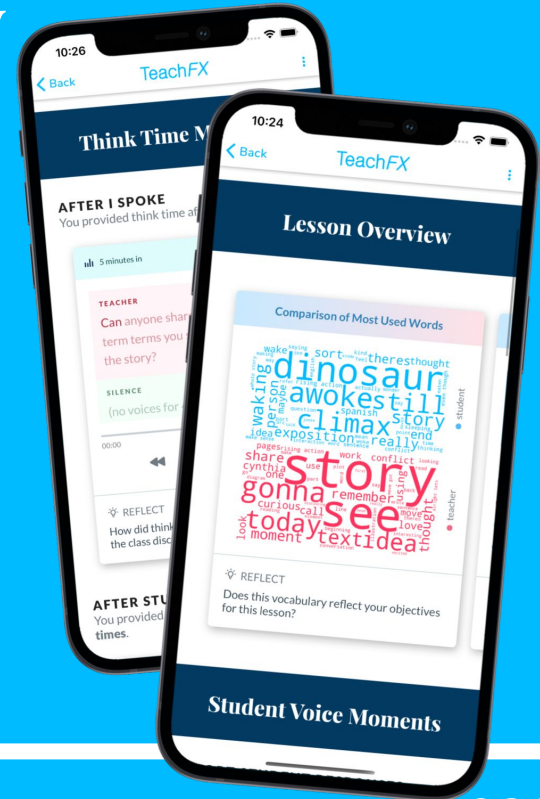
1. Isn't that interesting?	6. Are you sure?
2. Can you find something else?	7. Does that make sense?
3. Can you show me how you did that?	8. Why don't you try something else?
4. Is that always true?	9. Why don't you try another one?
5. Why do you think that is?	10. Are you asking or telling me?

What is TeachFX?

PD + Instructional Technology

PD that's learner-centered, helps teachers start listening to their students in new ways, and provides for ongoing learning and reflection.

With our instructional coaching app, teachers simply press record. TeachFX provides teachers with objective insights on their teaching.



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What ideas
resonated with
you today?



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Thank you!



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