Developing Deeper Learning Through Rich Mathematical Tasks

2019 Mathematics Institute – EOC Reflection

| Module | Success Criteria | Personal Reflection | Trainer Reflection |
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| 1 | * I can recognize strategies in teaching and learning that have high impacts (effect size) on student achievement. * I can recognize and support equitable learning opportunities for all students that promote positive student mathematical identity and agency. * I can describe how to create a classroom environment that supports the development of assessment-capable mathematics learners. |  |  |
| 2 | * I can identify how teacher clarity about learning intentions and success criteria contributes to student success. * I can identify strategies, methods or approaches to meet the learning needs of individual students. * I can distinguish between tasks that will engage students in higher levels of cognitive demand versus lower levels of cognitive demand. * I can describe the factors associated with the decline or maintenance of the cognitive level of a rich mathematical task. * I can anticipate student solution strategies and misconceptions associated with the implementation of a mathematical task. |  |  |
| 3 | * I can use effective questioning strategies to assess and advance student thinking. |  |  |
| 4 | * I can use success criteria to provide effective feedback to students to deepen student learning. * I can use a rubric to score student work samples and work collaboratively to calibrate my scores. * I can analyze student work to identify what students know and are able to do in order to plan instruction that moves all students forward as learners. |  |  |