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.
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| 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.
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| 3 | * I can use effective questioning strategies to assess and advance student thinking.
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| 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.
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