VDOE 2018 SOL Institute EOC Session -- Reflection

| **Module I: What elements must be in place to support meaningful mathematical discourse? In what ways can teachers promote equitable teaching practices in mathematics classrooms?** | | |
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| **Topic** | **In My Classroom** | **Professional Development for Others** |
| Student engagement sites/ideas |  |  |
| Process goals connected to teaching practices |  |  |
| Mathematics discourse rubric |  |  |
| **Module II: How can posing purposeful questions be used to assess student understanding and inform instruction? How does posing purposeful questions support the development of mathematical identity and a student’s sense of agency?** | | |
| **Topic** | **In My Classroom** | **Professional Development for Others** |
| Playground task -- types of questions |  |  |
| Burger task -- planning for questioning |  |  |
| Equity |  |  |
| **Module III: How does eliciting and using evidence of student thinking promote student agency and identity?** | | |
| **Topic** | **In My Classroom** | **Professional Development for Others** |
| Desmos Activities |  |  |
| Using student responses to plan for instruction |  |  |
| Equity |  |  |
| **Module IV: How will you plan to implement tasks to facilitate meaningful mathematical discourse? How will you share this information with others?** | | |
|  | **In My Classroom** | **Professional Development for Others** |
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