

Becoming a Reflective Mathematics Teacher

**A Guide for Observations and
Self-Assessment**

Third Edition

**Alice F. Artzt,
Eleanor Armour-Thomas,
Frances R. Curcio,
Theresa J. Gurl**



Studies in Mathematical Thinking and Learning Series

**Becoming A Reflective Mathematics Teacher A Guide
For Observations And Self Assessment Studies In
Mathematical Thinking And Learning Series**

Sandra K. Wilcox, Perry E. Lanier



Becoming A Reflective Mathematics Teacher A Guide For Observations And Self Assessment Studies In Mathematical Thinking And Learning Series:

Becoming a Reflective Mathematics Teacher Alice F. Artzt, Eleanor Armour-Thomas, Frances R. Curcio, Theresa J. Gurl, Mara Markinson, 2015-06-05 Ideal for preservice mathematics teachers who are taking methods courses or are student teaching this research based activity oriented guide offers a highly effective framework for teacher reflection and self assessment Highlighting inquiry based learner centered teaching and grounded in a cognitive perspective *Becoming a Reflective Teacher of Mathematics Third Edition* features Detailed observation instruments for observing other teachers Reflective activities that provide a structure for beginning teachers to think about their teaching Guidelines and instruments for supervisors to use when observing conferencing with and assessing beginning or student teachers The Third Edition of *Becoming a Reflective Teacher of Mathematics* is aligned with the latest standards for teaching mathematics including the Common Core State Standards Mathematics and the latest assessments for mathematics teacher certification which place a high priority on reflective practice Thoroughly revised and updated throughout the Third Edition continues to provide preservice and in service mathematics teachers with practical ideas for developing and honing reflective and self analytical skills needed to advance and improve instruction **Knowing and Teaching Elementary Mathematics** Liping

Ma, 2020-01-06 The 20th anniversary edition of this groundbreaking and bestselling volume offers powerful examples of the mathematics that can develop the thinking of elementary school children Studies of teachers in the U S often document insufficient subject matter knowledge in mathematics Yet these studies give few examples of the knowledge teachers need to support teaching particularly the kind of teaching demanded by reforms in mathematics education *Knowing and Teaching Elementary Mathematics* describes the nature and development of the knowledge that elementary teachers need to become accomplished mathematics teachers and suggests why such knowledge seems more common in China than in the United States despite the fact that Chinese teachers have less formal education than their U S counterparts Along with the original studies of U S and Chinese teachers mathematical understanding this 20th anniversary edition includes a new preface and a 2013 journal article by Ma A Critique of the Structure of U S Elementary School Mathematics that describe differences in U S and Chinese elementary mathematics These are augmented by a new series editor s introduction and two key journal articles that frame and contextualize this seminal work *The Math Teacher's Toolbox* Bobson Wong, Larisa

Bukalov, 2020-06-04 Math teachers will find the classroom tested lessons and strategies in this book to be accessible and easily implemented in the classroom The Teacher s Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors

The Math Teacher's Toolbox contains hundreds of student friendly classroom lessons and teaching strategies. Clear and concise chapters fully aligned to Common Core math standards cover the underlying research, required technology, practical classroom use, and modification of each high value lesson and strategy. This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their mathematics courses. Topics range from the planning of units, lessons, tests, and homework to conducting formative assessments, differentiating instruction, motivating students, dealing with math anxiety, and culturally responsive teaching. Easy to read content shows how and why math should be taught as a language and how to make connections across mathematical units. Designed to reduce instructor preparation time and increase student engagement and comprehension, this book explains the usefulness, application, and potential drawbacks of each instructional strategy. Provides fresh activities for all classrooms. Helps math teachers work with ELLs, advanced students, and students with learning differences. Offers real world guidance for working with parents, guardians, and co-teachers. The Math Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students is an invaluable source of real world lessons, strategies, and techniques for general education teachers and math specialists, as well as resource specialists, special education teachers, elementary and secondary educators, and teacher educators.

A Focus on Fractions Marjorie M. Petit, Robert E. Laird, Caroline B. Ebby, Edwin L. Marsden, 2015-07-24. A Focus on Fractions is a groundbreaking effort to make the mathematics education research on how students develop their understanding of fraction concepts readily accessible and understandable to pre- and in-service K-8 mathematics educators. Using extensive annotated samples of student work, as well as vignettes characteristic of classroom teachers' experiences, this book equips educators with the knowledge and tools to reveal students' thinking so that they can modify their teaching and improve student learning of fraction concepts. A Focus on Fractions, 2nd edition, includes sections on the Common Core State Standards for Mathematics and the Ongoing Assessment Project (OGAP) Fraction Framework integrated into each chapter, as well as a new chapter on the OGAP Fraction Progression and how it can be used for formative assessment purposes. This updated edition assists teachers in translating research findings into their classroom practice by conveying detailed information about how students develop fraction understandings. Additional images and examples serve to flesh out and supplement the newly introduced concepts in this updated and expanded edition. Special Features: Looking Back Questions at the end of each chapter provide teachers the opportunity to analyze student thinking and consider instructional strategies for their own students. Instructional Links help teachers relate concepts from the chapter to their own instructional materials and programs. Big Ideas frame the chapters and provide a platform for meaningful exploration of the teaching of fractions. Answer Key posted online offers extensive explanations of in-chapter questions. New sections devoted to the CCSSM and OGAP Fraction Progression are woven throughout the book, as well as a new stand-alone chapter on the OGAP Fraction Progression. The OGAP Fraction Framework is an all new eResource now available as a free download from the book's website: www.routledge.com/9781138816442.

Algebra in the Early Grades James J. Kaput, David W. Carraher, Maria L. Blanton, 2017-09-25 This volume is the first to offer a comprehensive research based multi faceted look at issues in early algebra In recent years the National Council for Teachers of Mathematics has recommended that algebra become a strand flowing throughout the K 12 curriculum and the 2003 RAND Mathematics Study Panel has recommended that algebra be the initial topical choice for focused and coordinated research and development in K 12 mathematics This book provides a rationale for a stronger and more sustained approach to algebra in school as well as concrete examples of how algebraic reasoning may be developed in the early grades It is organized around three themes The Nature of Early Algebra Students Capacity for Algebraic Thinking Issues of Implementation Taking Early Algebra to the Classrooms The contributors to this landmark volume have been at the forefront of an effort to integrate algebra into the existing early grades mathematics curriculum They include scholars who have been developing the conceptual foundations for such changes as well as researchers and developers who have led empirical investigations in school settings Algebra in the Early Grades aims to bridge the worlds of research practice design and theory for educators researchers students policy makers and curriculum developers in mathematics education **Bringing Out**

the Algebraic Character of Arithmetic Analúcia D. Schliemann, David W. Carraher, Bárbara M. Brizuela, 2006-08-29 Bringing Out the Algebraic Character of Arithmetic contributes to a growing body of research relevant to efforts to make algebra an integral part of early mathematics instruction an area of studies that has come to be known as Early Algebra It provides both a rationale for promoting algebraic reasoning in the elementary school curriculum and empirical data to support it The authors regard Early Algebra not as accelerated instruction but as an approach to existing topics in the early mathematics curriculum that highlights their algebraic character Each chapter shows young learners engaged in mathematics tasks where there has been a shift away from computations on specific amounts toward thinking about relations and functional dependencies The authors show how young learners attempt to work with mathematical generalizations before they have learned formal algebraic notation The book suitable as a text in undergraduate or graduate mathematics education courses includes downloadable resources with additional text and video footage on how students reason about addition and subtraction as functions on how students understand multiplication when it is presented as a function and on how children use notations in algebraic problems involving fractions These three videopapers written text with embedded video footage present relevant discussions that help identify students mathematical reasoning The printed text in the book includes transcriptions of the video episodes in the CD ROM Bringing Out the Algebraic Character of Arithmetic is aimed at researchers practitioners curriculum developers policy makers and graduate students across the mathematics education community who wish to understand how young learners deal with algebra before they have learned about algebraic notation

Learning and Teaching Early Math Douglas H. Clements, Julie Sarama, 2009-04-01 In this important new book for pre and in service teachers early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers

become more effective professionals By opening up new windows to seeing young children and the inherent delight and curiosity behind their mathematical reasoning learning trajectories ultimately make teaching more joyous They help teachers understand the varying level of knowledge and thinking of their classes and the individuals within them as key in serving the needs of all children In straightforward no nonsense language this book summarizes what is known about how children learn mathematics and how to build on what they know to realize more effective teaching practice It will help teachers understand the learning trajectories of early mathematics and become quintessential professionals

Bibliographic Guide to Education, 2002 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library **The British National Bibliography** Arthur James Wells, 2009

Forthcoming Books Rose Arny, 2001-06 *Resources in Education*, 1997 *Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards*, 2007

Mathematics Teacher Noticing Miriam Sherin, Vicki Jacobs, Randy Philipp, 2011-02-01 Mathematics Teacher Noticing is the first book to examine research on the particular type of noticing done by teachers how teachers pay attention to and make sense of what happens in the complexity of instructional situations In the midst of all that is happening in a classroom where do mathematics teachers look what do they see and what sense do they make of it This groundbreaking collection begins with an overview of the construct of noticing and the various historical theoretical and methodological perspectives on teacher noticing It then focuses on studies of mathematics teacher noticing in the context of teaching and learning and concludes by suggesting links to other constructs integral to teaching By collecting the work of leaders in the field in one volume the editors present the current state of research and provide ideas for how future work could further the field The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license The Formative 5 Francis (Skip) Fennell, Beth McCord Kobett, Jonathan A. Wray, 2016-12-15 Move the needle on math instruction with these 5 assessment techniques Mathematics education experts Fennell Kobett and Wray offer five of the most impactful and proven formative assessment techniques you can implement Observations Interviews Show Me Hinge Questions and Exit Tasks every day You will find that this palette of classroom based techniques will truly assess learning and inform teaching This book gives you a concise research based classroom dedicated plan with lots of tools to guide your daily use of The Formative 5 K-8 teachers will learn to Directly connect assessment to planning and teaching Engineer effective classroom questioning discussions and learning tasks Provide success criteria and feedback that moves students forward Includes a book study guide samples and a companion website with downloadables and multi media examples **Reflective Primary Mathematics** Elizabeth Jackson, 2015-08-20 This original book shows the crucial importance of personal philosophies of mathematics Using current research it guides us to reflect on our attitudes and beliefs Essential reading for anybody interested in mathematics and its

teaching Paul Ernest Emeritus Professor of Mathematics Education University of Exeter Teaching mathematics can be challenging and returning to a mathematics classroom yourself may not inspire you with confidence This book can help you to become an assured teacher who can give young learners the high quality mathematics education that they deserve by exploring the philosophy that lies behind good mathematics teaching and its application in the classroom Throughout the book you are encouraged to put your own thoughts on mathematics learning and teaching under the microscope and examine your perceptions and understanding in order to develop as a critically reflective teacher aware of potential challenges and what underpins effective mathematics teaching in primary schools Coverage includes developing your own philosophy towards mathematics teaching understanding links between confidence and learning the importance of subject knowledge common beliefs and attitudes among mathematics learners how to develop your relationship with the subject This is essential reading for all students studying primary mathematics on initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE School Direct SCITT Teach First and NQTs Elizabeth Jackson has over thirty years experience of mathematics education through primary and secondary school teaching lecturing in initial teacher education and supervising mathematics Master s dissertations as well as conducting research into mathematics and writing

Mathematics Formative Assessment, Volume 2 Page Keeley, Cheryl Rose Tobey, 2016-12-08 Everything you need to promote mathematical thinking and learning Good math teachers have a robust repertoire of strategies to move students learning forward This new volume from award winning author Page Keeley and mathematics expert Cheryl Rose Tobey helps you improve student outcomes with 50 all new formative assessment classroom techniques FACTS that are embedded throughout a cycle of instruction Descriptions of how the FACTs promote learning and inform teaching including illustrative examples support the inextricable link between instruction and learning Useful across disciplines Keeley and Tobey s purposeful assessment techniques help K 12 math teachers Promote conceptual understanding Link techniques to core ideas and practices Modify instruction for diverse learners Seamlessly embed formative assessment throughout the stages of instruction Focus on learning targets and feedback Instead of a one size fits all approach you can build a bridge between your students initial ideas and correct mathematical thinking with this one of a kind resource *Developing Mathematical Thinking* Jonathan D. Katz, 2014-07-07 In this country we have done a poor job of helping students come to see the wonder beauty and power of mathematics Standards can be brought into the picture but unless we think about what it means to truly engage students in mathematics we will continue to be unsuccessful The goal of this book is to begin to change the way students experience mathematics in the middle and high school classrooms In this book you will find a theoretical basis for this approach to teaching mathematics multiple guides and questions for teachers to think about in relation to their everyday teaching and over 30 examples of problems lessons tasks and projects that been used effectively with urban students

Teachers' Professional Development and the Elementary Mathematics Classroom Sophia Cohen, 2004-07-13 This

book illustrates the experiences of elementary school teachers across one year's time as they participated in a teacher development seminar focused on mathematics and as a result changed their beliefs their knowledge and their practices It explores these experiences as a means of understanding the learning that takes a teacher from a more traditional teaching practice to one that is focused on the ideas and understandings that students and teachers have of the subject matter The work emerges from and reports on a unique data set from a two year study of teacher learning that was funded by the Spencer and MacArthur foundations The teachers whose work is at the center of this study were participants in the Developing Mathematical Ideas seminar DMI a mathematics teacher development seminar for elementary school teachers This seminar is one example of intensive domain specific professional development In this seminar teachers study elementary mathematics content to deepen their own understanding of it they study the development among children of the ideas central to elementary mathematics and they experience a teaching and learning environment consistent with the pedagogy envisioned by the National Council for Teachers of Mathematics Principles and Standards for School Mathematics The seminar is a nationally available teacher development curriculum thus interested educators can gain access to the resources necessary to offer similar seminars in their own communities Teachers Professional Development and the Elementary Mathematics Classroom Bringing Understandings to Light will be widely interesting to a broad audience including mathematics teacher educators teacher education researchers policymakers and classroom teachers It will serve well as a text in a range of graduate courses dealing with teacher cognition knowledge for teaching mathematics methods psychology of learning and pedagogical theory

Helping Students Become Powerful Mathematics Thinkers Alan H. Schoenfeld, Heather Fink, Sandra Zúñiga-Ruiz, Siqi Huang (Researcher in mathematics education), Xinyu Wei, Brantina Chirinda, 2023 This book supports teacher educators teachers coaches administrators math ed faculty and researchers in understanding and using the Teaching for Robust Understanding TRU Framework to improve instruction Detailed case studies take readers on deep dives into five essential dimensions of classroom practice The Mathematics Cognitive Demand Equitable Access Agency Ownership and Identity and Formative Assessment Three case studies form the core of the book Each case uses the TRU framework to pose conversational questions to the reader on different aspects of the lessons focusing on the ways that students are led to engage with mathematics and how they make sense of it These include What's important in this classroom episode What might students be experiencing or What might the impact of alternative teaching decisions have been in this situation The book concludes with guides for planning observation and reflection that readers can use in their own work continuing the journey toward the ambitious and equitable instruction that each case study describes This book will support all mathematics educators in developing deeper understandings of mathematics classrooms and in problematizing their own mathematics instruction By exploring the challenges students face the decisions teachers make and the ways that students learn readers will experience TRU as a powerful way of thinking about instruction one that can shape

lesson planning and reflection and make teaching more impactful and equitable

Using Assessment To Reshape

Mathematics Teaching Sandra K. Wilcox, Perry E. Lanier, 2000-04 Casebook video on the use of assessment as an ongoing activity in the classroom to help teachers reshape their instructional practice

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