WELCOME!

Please sit at the same table with people who went to school in the same region as you! Tell your tablemates how it influenced you as a learner and educator.

- Southwest
- Northwest
- West Coast
- Northeast
- South East
- Midwest
- International

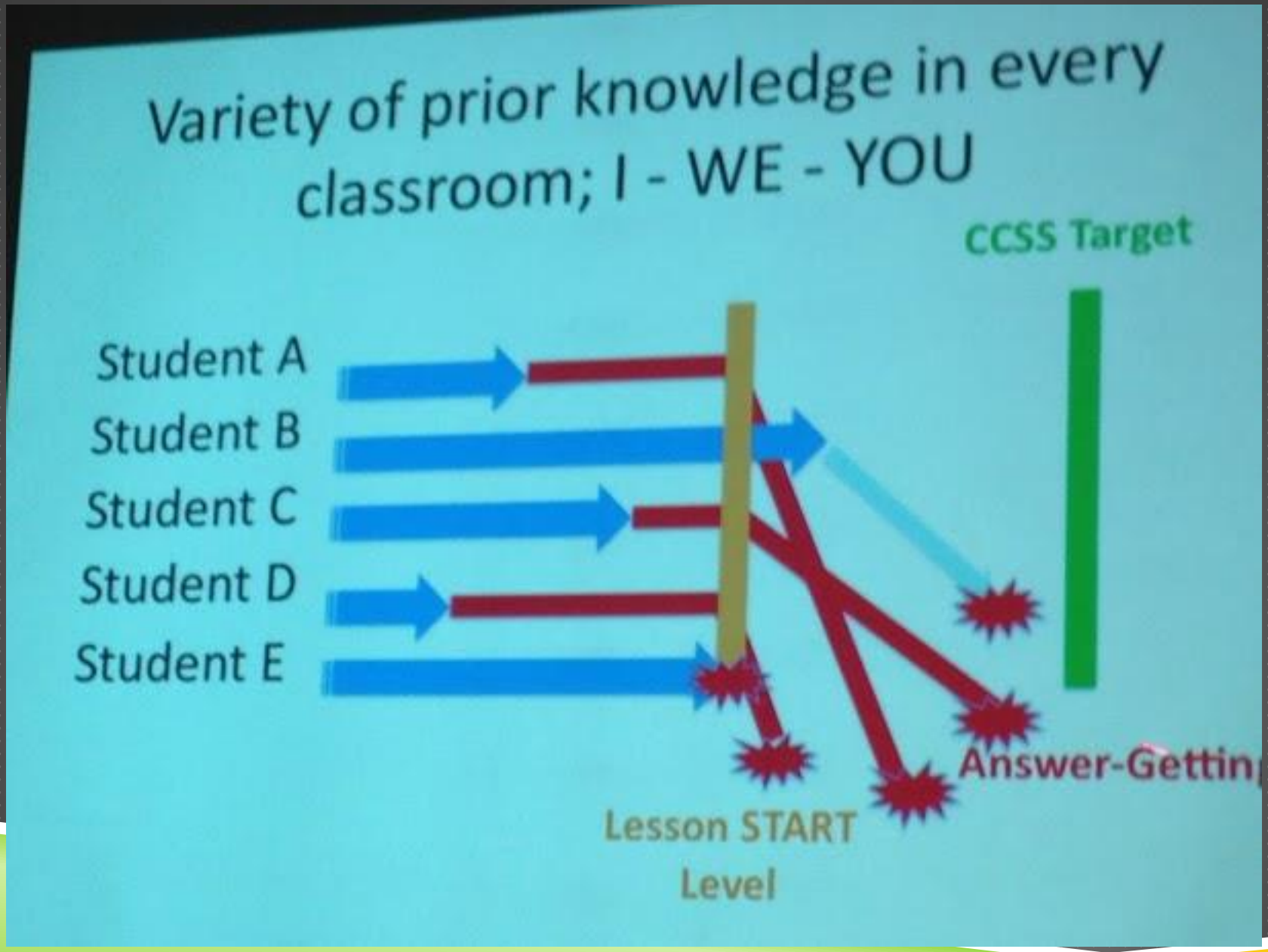
ENSURING EQUITY IN ACCESS FOR NEWCOMERS

Alexa Goldstrom
Rosanny Cuello Ventura
Erick Perez

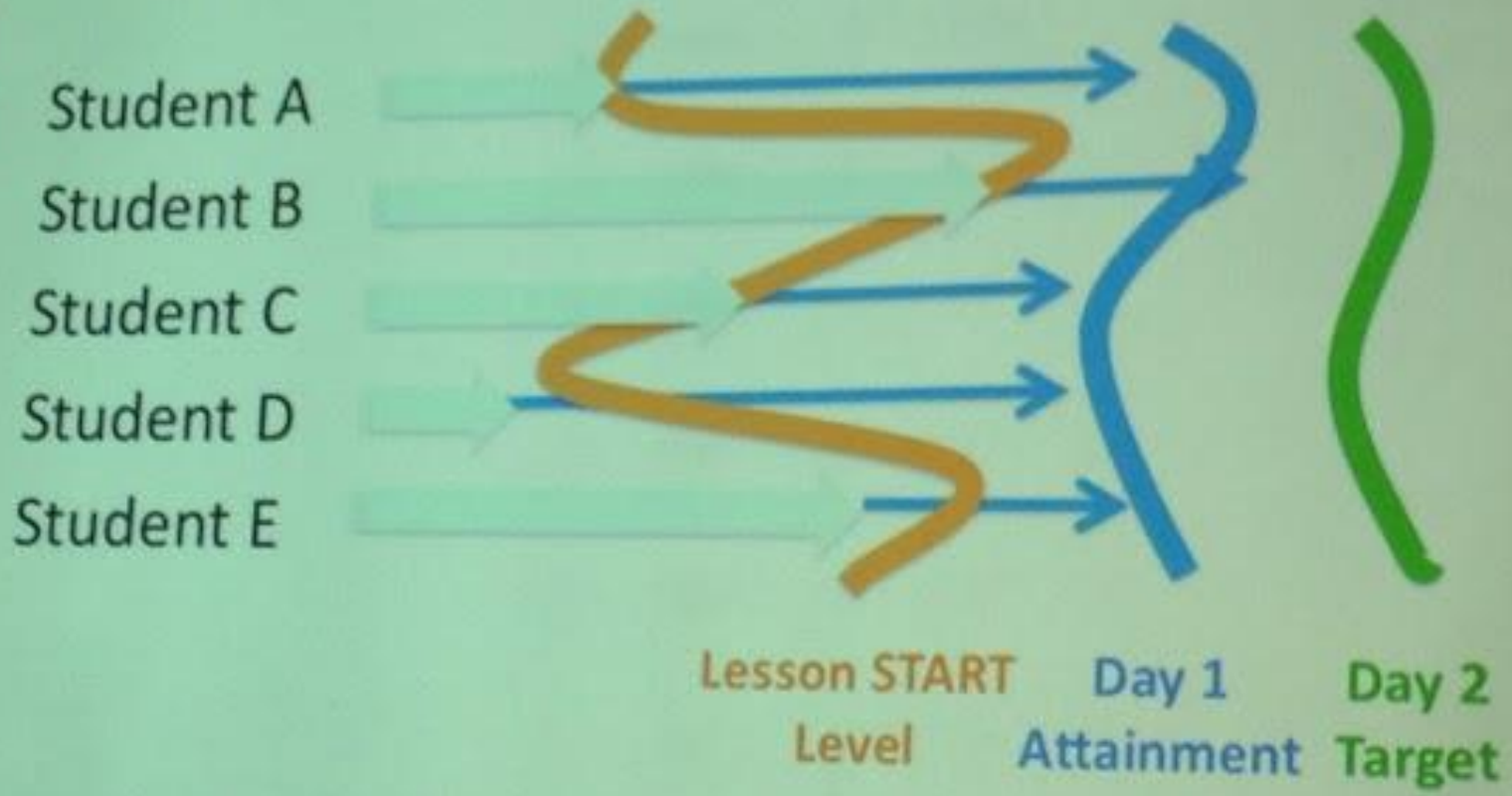
NORMS

- Even though we are presenting, we value everyone's perspectives and experiences
- Assume best intentions
- Respect others' learning styles
- Share airtime
- Before you share, please state your name

WHO ARE WE AND WHO OUR STUDENTS ARE?


Variety of prior knowledge in every classroom; I - WE - YOU
CCSS Target
Student A
Student B
Student C
Student D
Student E
Answer-Gettin
Lesson START Level

You - we – I designs better for content that depends on prior knowledge



WHY IS THIS WORK IMPORTANT?

- Addressing low literacy skills without compromising the rigor of tasks
- Students are where they are and our role is to push their thinking to the next level
- Increasing student self-confidence by validating their ways of thinking
- Being strategic given parameters and limitations- ELLs have double the work (accessing challenging core content through English) but we don't have double the time

TASK AT HAND

- As you are reading through the task, based on your experience, what would make this task difficult for newcomer students and ELLs?
- What are students being asked to do?

AUDIENCE CONCLUSIONS

- Translating and organizing the information in the text
- Same statement sentence structure
- One thousand students and one thousand lockers; what does this mean? Managing two different parameters
- A lot of reading
- Lack of student experience with lockers

- How are we scaffolding?
- Understanding the instructions
  - Action words: modeling, change the state (what does this actually mean)

- Students are being asked to find patterns based on multiples and factors.
- Generalize the patterns = mathematical understanding

STUDENT WORK

- In your tables, use these questions to frame your conversations as you analyze the student work.

1. What evidence do you notice that shows if the student was able to identify a pattern?
2. What questions would you ask the student to…
    - Push their understanding/thinking of the problem
    - Address misconceptions

AUDIENCE CONCLUSIONS

- What does A and C mean? (Labeling the drawing, graph, model)
- How does your representation illustrate what is happening in the task?
- Used only numbers- hinders the ability to see a pattern.
- How do you know what is happening to the state of the lockers?
- What is your thinking behind knowing that these lockers are open/closed?
- What is your reasoning? How does it relate to your model/illustration?
- Systematic approach led to visible pattern, limit the model to one page
- Model allows for seeing the pattern and the academic understanding (factors, perfect square, etc.)

PROCESS FOR LESSON PLANNING

Do assessment item yourself

- What are the skills that my students need to master before they do the task?
- What are some different ways my students might solve the problem?

What is my students prior knowledge?

- Check assessment data (diagnostics, data from previous years, etc)
- Where are the gaps? What potential misunderstandings will my students have while completing the task?
- How can I use this task to uncover how students organize their thinking about mathematics.

Questioning

- Use DOK (Depths of Knowledge) Chart to frame questions using the content
- What specific questions can I draft to get my students unstuck?
- What questions am I going to ask specific students to push their thinking to the next level?

Maintaining Rigor

- Consciously select students to share their strategies in a specific order to build a deeper understanding for all students.
- After student four presents, you want to give students the precise academic vocabulary to label their conceptual understandings.

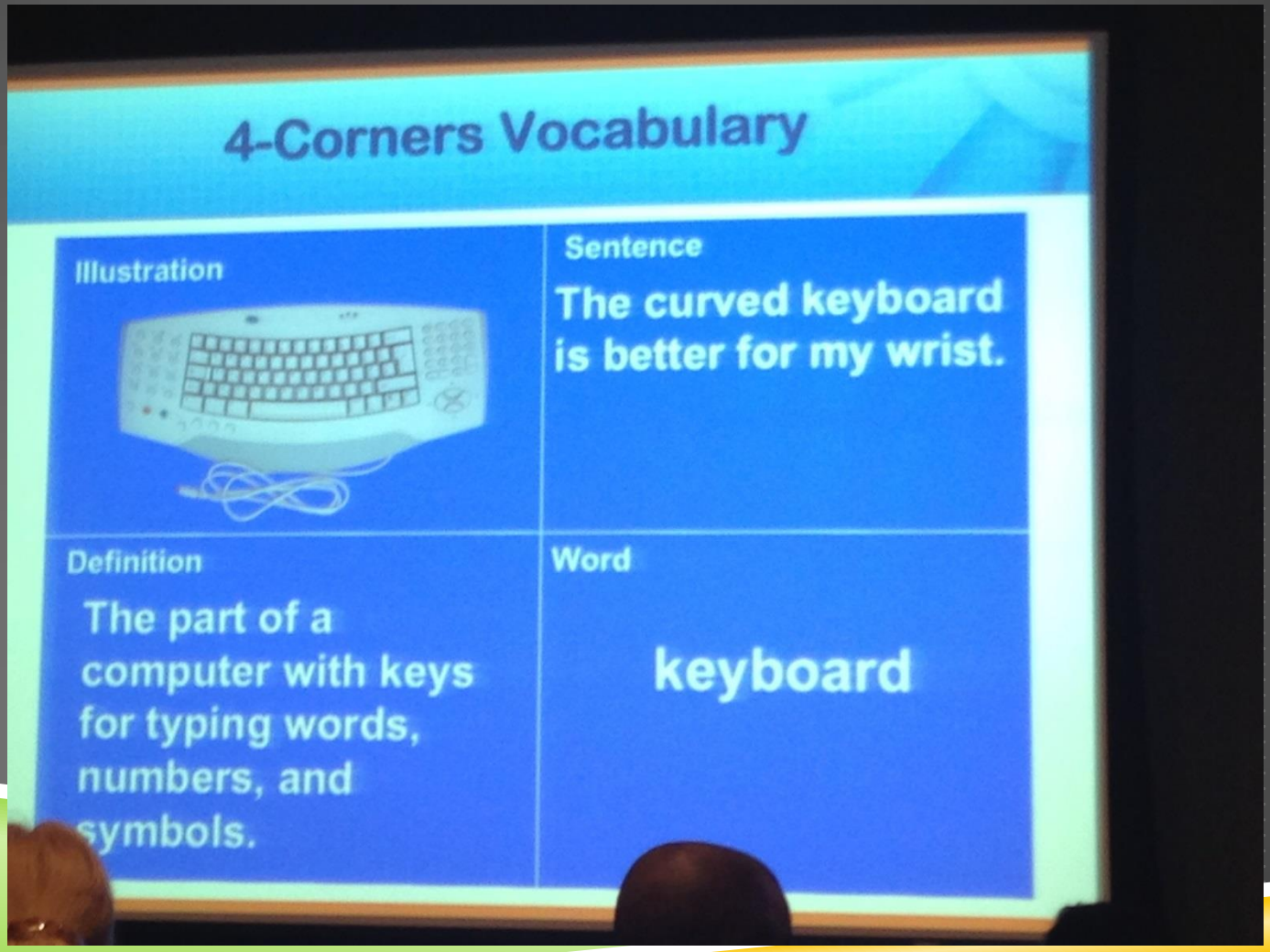
TOOLS FOR ACCESS- HOW CAN WE RE-CONTEXTUALIZE AND SCAFFOLD A TASK TO MEET STUDENTS WHERE THEY ARE?

- SIOP strategies (Presentation on May 2014 by Deborah J. Short, New York, NY)
  - Word Wheels
  - 4 Corners Vocabulary
  - Language Frames for Vocabulary Definitions
- Frayer Model
- 4 Step Method for Understanding a Word Problem
- Creating videos, role playing, or other visuals to contextualize tasks
- Constantly shifting from student language to precise academic vocabulary

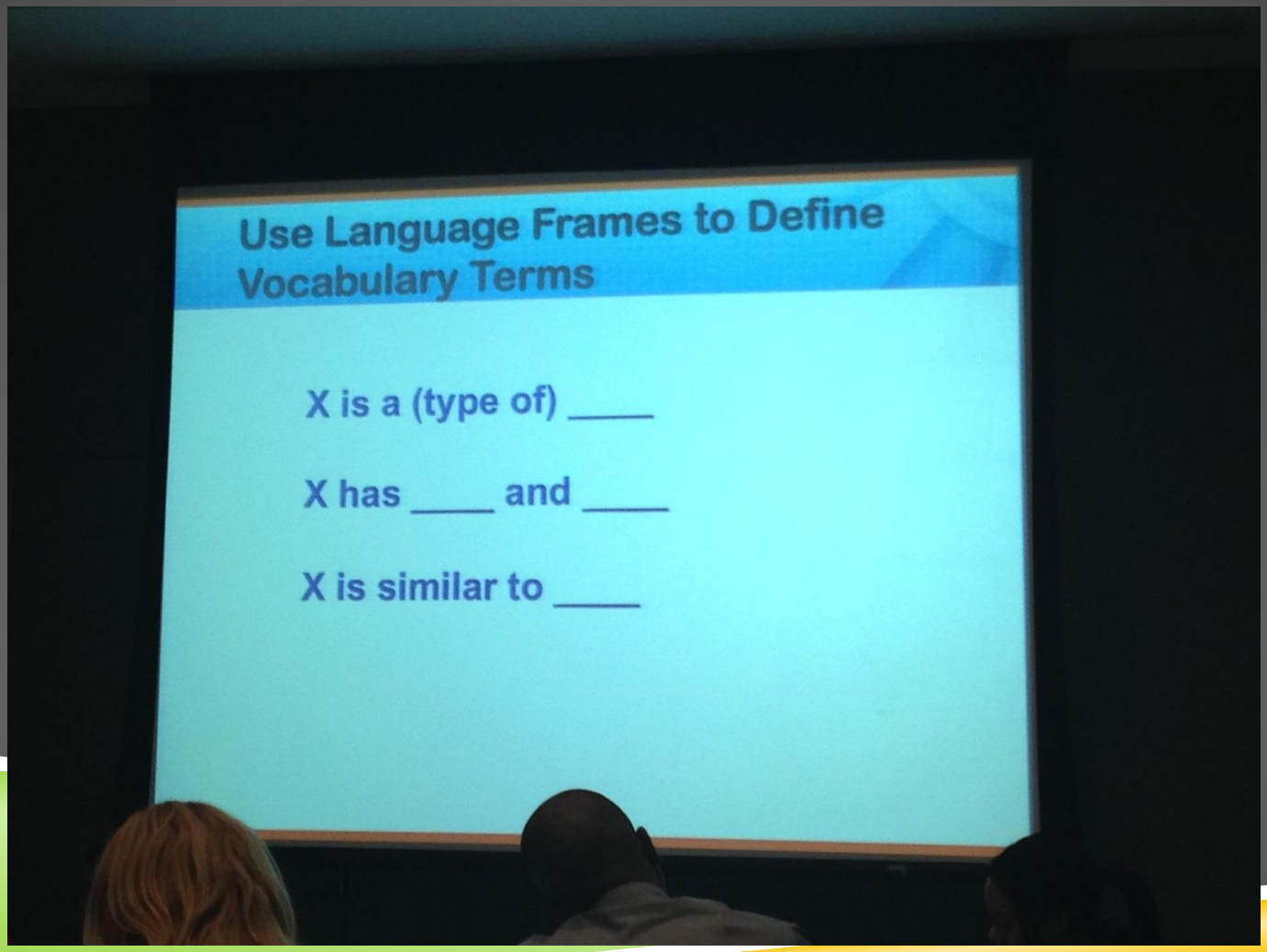
WORD WHEELS


Word Study: Shades of Meaning
small
tiny
miniscule
microscopic

4 CORNERS VOCABULARY



LANGUAGE FRAMES



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COMPREHENSIBLE INPUT

- Modeling mathematic learning after language acquisition theory

Q & A

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