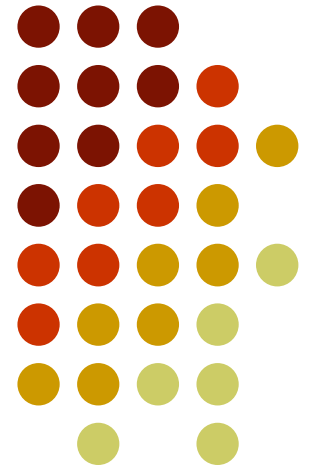


Norms #2



Warm up



- Take a few minutes to formulate a set of standards for classroom conduct you would like your students to adopt.
- How do you plan to enforce them?
- Share with your group.

Rubric – read and discuss



MATH 4090 fall 2007

Elements for a rubric—teaching students how to do mathematical work in your class

	A thoughtful experienced teacher will	A competent beginner will	A beginner that needs work will
Context	<ul style="list-style-type: none"> • Deliberately create work contexts for norms to be established • Make explicit his or her values as the class works in those contexts 	<ul style="list-style-type: none"> • Take advantage of instances of usual mathematical work to establish norms • Divert to a discussion of values when work touches on issues that need norm setting 	<ul style="list-style-type: none"> • Establish norms and expectations outside of specific contexts • Concentrate on consequences as work touches on issues that are norm related
Norm establishing strategy	<ul style="list-style-type: none"> • State or lead students to state what is good or bad about a particular action • Explain, discuss, or negotiate with students why some actions are good or bad for the class 	<ul style="list-style-type: none"> • Identify a particular action as good or bad • Explain to students why some actions the teacher considers good or bad 	<ul style="list-style-type: none"> • Evaluate an action • Provide no explanation beyond “I say so” • Establish fixed rules over specific actions (e.g. “no talking”)
Kinds of norms addressed	Focus on mathematically or intellectually productive strategies as well as all others (see next)	Focus on collective work, social skills, and study ethics as well as on compliance and behavior	Focus only on norms for work compliance and behavior
Rationale for norms	Relate norms to principles of mutual respect and individual progress in forming an “academic character.” (Making oneself into somebody who can do, study, and learn mathematics with and from others)	Relate norms to principles of individual progress in succeeding in the class. (Making oneself into somebody who can feel successful under any requirements)	Relate norms to absolute principles of mutual respect (e.g., evil, civilized) (Making oneself into somebody who stays out of trouble)
Holding Students Accountable	Consistently enforce norms deciding deliberately on how to fight specific battles	React similarly to every challenge of established norms	Enforce norms inconsistently, usually when he or she is bothered by non compliance

Rubric discussion



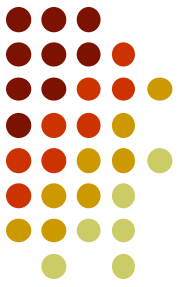
- Comments?
- Questions:
 - Context:
 - How do you envision the beginner's approach could play out in the classroom?
 - What is meant by “deliberately create work context”?
 - Norms establishing strategy:
 - What differences do you see between experienced teacher and competent beginner?
 - What might be these “different kinds of norms”?

Compare



- Compare your norms and standards to the rubric. Where do you think you fit?
- Can you think of ways to improve your norms?

All norms created equal?



- Can you think of norms that are irrelevant to learning mathematics?
- Why might teachers be interested in instituting those?
- List some of these and decide what their purpose is.

Case study #1



Mr. Leggio grew up with the idea that it is rude for men to wear hats indoors. Without much thought he instituted a “no hat wearing” standard for students in his classroom. His efforts to enforce the rule have caused a number of disruptions to learning activities. On most days, Mr. Leggio stands by the doorway at the beginning of each period to check on students for such things as gum chewing and hat wearing. Today, while Mr. Leggio is writing on the board, Mark slips on a baseball hat. Ten minutes later, Mr. Leggio notices it, stops the activity, and snaps, “I’ll take that, young man!”

Mark: Why?

Mr. Leggio: You know you're not supposed to wear a hat in here.

Mark: Why?

Mr. Leggio: Because it's not polite.

Mark: Who does it hurt?

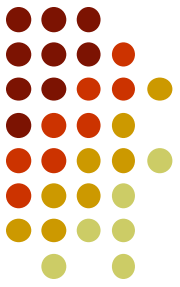
Mr. Leggio: I can't teach when you're wearing a hat.

Some students laugh as Mr. Leggio begins to feel uncomfortable. Feeling the need to assert his authority, he raises his voice,

Either you give me that hat right now, or you're going to be suspended from this class!

Mark grins as he slowly swaggers up to the front of the room and gives up his hat. Mark turns away from Mr. Leggio making a mocking face as he slowly returns to his desk. Students laugh, but Mr. Leggio is not sure why as he attempts to re-engage them in the activity.

Case study #2



1. Respect your rights and the rights of others. (Note: All students in this class have the right to go about the business of learning mathematics free from fear of being harmed or intimidated. Mr. Rudd has the right to go about the business of teaching mathematics in the manner in which he professionally prepared without interference from others.)
2. Cooperate with your classmates and Mr. Rudd in the business of creating opportunities to learn mathematics.
3. Follow established classroom procedures as directed by Mr. Rudd.
4. Adhere to school-wide discipline and safety policies

Your norms, requirements...



- Formulate a set of standards for classroom conduct you would like your students to adopt.
- How do you plan to enforce them?
- Share with your group.



Professional responsibilities

- Prof. development: Teachers' Circle
- Tutoring:
 - Third District Juvenile Court Tutor Program
 - Bryant Intermediate
- NCTM conference:
 - Volunteering