

Features of Responsible & Responsive Teaching*

<p><u>Task</u></p> <ul style="list-style-type: none"> • Strategically choosing problems for examples, classwork and homework that attend to the content and methods students must know • Choosing or designing rich tasks • Attending to prior and future mathematical goals • Attend to all dimensions of learning within the task structure and implementation <p>Example Supports: Lesson Planning with Gallery Walk Lesson Observation</p>	<p><u>Social Dimension</u></p> <ul style="list-style-type: none"> • Creating and managing a respectful learning environment* • Listening to and appropriately interpreting student thinking • Facilitating fruitful discussions • Using errors to increase understanding • Demonstrating commitment to the learning of every student <p>Example Strategies: Think-Pair-Whole Group Share Gallery Walks</p>	<p><u>Personal Dimension</u></p> <ul style="list-style-type: none"> • Posing good questions • Choosing strategic examples • Assessing and tracking of student progress • Demonstrating and supporting mathematical argument and analysis • Teaching students the what and how of mathematics practice <p>Example Strategy: Draw-Write-Talk-Symbolize Reflections</p>	<p><u>Management</u></p> <ul style="list-style-type: none"> • Analyzing student work • Taking advantage of mathematical opportunities as they arise • Diagnosing student difficulties* • Being aware of and addressing when something being said may have problematic implications for future work. • Acknowledging the complexity of mathematical work <p>Example Supports: Looking At Student Work Lesson Observation</p>
	<p><u>Cognitive Dimension</u></p> <ul style="list-style-type: none"> • Communicating the big idea of the work • Supporting students in making connections • Emphasizing important points • Allowing multiple ways of knowing and showing • Helping students work through their thinking • Noticing, anticipating and addressing misconceptions <p>Example Strategies: Think-Alouds & Journaling</p>	<p><u>Knowledge-Building Dimension</u></p> <ul style="list-style-type: none"> • Identify and work toward the mathematical goal of the lesson • Using student-friendly language that is true to the mathematical ideas being addressed • Deciding when and how to clarify students' own language • Determining the importance of mathematical content and align time accordingly • Encouraging precision, consistency, and efficiency* <p>Example Strategy: 6 Step Problem Reading</p>	

* Language from Ball, 2009