



CANDIDATE FEEDBACK

Completed form is due 11-22-19

CANDIDATE'S NAME: {

MENTOR'S NAME: Joanna Stone

<p>Meeting Date: 11/18/19 Topic (s) discussed and how did your mentor offer you support in this topic area:</p> <p>We discussed my lesson on place value that focused on my students determining the numbers that are 10 more and 10 less than any given number.</p> <p>What resources, skills, or strategies did your mentor suggest?</p> <p>Joanna suggested me incorporating more math conversation stems to help my students better explain their thinking while still allowing me to be more of a facilitator in their learning.</p>	<p>How might you use the knowledge gained from the conversation with your mentor in your classroom?</p> <p>I plan to use my knowledge from this conversation to design learning activities even math talks that allow my students to share their thinking while explaining the strategy they used to solve any given problem. I plan to incorporate more math stems like: I agree because... He/She solved the problem by _____ but I did... I disagree... etc. I will be posting my conversation stems in my PowerPoint presentations for my math lessons and I will also be posting them on my wall to connect the academic discourse between math and reading or writing.</p>
<p>As you develop your instructional planning and practice, what might be some evidence to collect to show student understanding?</p> <p>One way I could collect evidence from my academic conversations is to have my students reflect on their thinking and participation during math. In their reflection I would ask them to cite one strategy or skill they performed well and one skill they are still struggling with. Students can show examples of their work.</p>	<p>What might you want to be sure and do well with regards to (planning/practice)...?</p> <p>I need to be sure to plan and practice rules/routines/procedures for academic conversations especially in math. I also need to be sure that I am giving students adequate think time, turning and talking time, and an opportunity to share if they are selected. I always like to capture 3 different strategies students have tried (correct or not) to model ways in which some strategies or more appropriate or efficient for solving a given</p>

	<p>problem. Students can also share if they agree, disagree, or have a different answer and tell why. By incorporating more academic discourse that requires my students to think, represent, and elaborate on their thinking in math, I truly believe that they will become more confident readers, writers, and mathematicians.</p>
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