Math-Talk Learning Community

A Math-Talk Learning Community is a community where individuals assist one another's learning of mathematics by engaging in meaningful mathematical discourse (Hufferd-Ackles, Fuson and Sherin 2004 p. 82)

In a Math-Talk Learning Community, students are able to explain, defend, and justify their mathematics thinking with confidence.

In your classroom, this means:

- making both students and teacher responsible for asking questions;
- providing a supportive environment whereby students can confidently express their understandings, and explain, defend, and justify their mathematical thinking to others in the class;
- confirming that students are recognized as important sources of mathematical ideas by regarding their suggestions as valid and worthy of further exploration;
- encouraging problem solving in a variety of ways with students collaborating in reasoning and explaining solutions;
- requiring students to take responsibility for their own learning by asking questions in class, demonstrating their understanding of problems, and sharing their solutions with others.

Considerations

The evolution of a Math-Talk Learning Community is a process that requires significant time, effort, and support. Generally, it requires a progression from:

- a focus on answers to a focus on mathematical thinking;
- the teacher’s role as “all knowing” to the role of coaching or facilitating;
- students’ roles as passive participants to actively participating in classroom learning activities.

For more information, go to: http://www.edu.gov.on.ca/eng/studentsuccess/lms/library.html
My Personal Reflection and Plan

I consciously work on developing a math-talk learning community in my class:

☐ occasionally  ☐ fairly often  ☐ at every opportunity

What are two reasons I’m not working towards making my class a Math-Talk Learning community, at every opportunity?

Self Assessment: (Rubric: Hufferd-Ackles, Fuson and Sherin, 2004)

My class is here on the continuum of becoming a Math-Talk Learning Community in each of the four categories. My next steps will be.

<table>
<thead>
<tr>
<th>Levels of the Math-Talk Learning Community:</th>
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<tbody>
<tr>
<td>Action Trajectories for Teacher and Student Levels 0–3</td>
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<tr>
<td>Questioning</td>
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<tr>
<td>Next Steps</td>
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</tbody>
</table>

Is my math class a Math-Talk Learning Community?

☐ usually  ☐ sometimes  ☐ hardly ever

How does this response help me to think about developing a Math-Talk Learning Community in my classroom?

Other ideas and thoughts I have after hearing the comments of my peers:
Next Steps

Lesson from TIPS4RM that I will teach to focus on developing a Math-Talk Learning Community:

Lesson Goal:

After reviewing my “next steps,” I can move my class towards becoming a Math-Talk Learning Community in the following ways:

<table>
<thead>
<tr>
<th>What I Will Do During the Lesson</th>
<th>What Students Will Do</th>
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If a Math-Talk Learning Community is new to my class, what do I need to do to prepare them for this evolving classroom environment?

What is my greatest concern about this lesson running smoothly?

How can I address this concern?

Other notes:
Lesson Debrief

I implemented the following strategies to move my class towards becoming a Math-Talk Learning Community, and noted the benefits:

<table>
<thead>
<tr>
<th>Math-Talk Strategies</th>
<th>How the Students Benefited</th>
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This experience has encouraged me to consider applying these strategies more often:

- [ ] occasionally
- [ ] fairly often
- [ ] at every opportunity

I need to refine the following aspects of my class before it becomes a Math-Talk Learning Community:

The most effective part of this lesson was:

Other ideas and thoughts I have after discussion with my peers: