MSRI
Mathematical Sciences Research Institute

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NOTETAKER CHECKLIST FORM

(Complete one for each talk.)

Name: Neelesh Tiruviluamala **Email/Phone:** tiruvilu@usc.edu

Speaker's Name: Roger Howe and Lindsey Mann

Talk Title: Seeing the math in teaching

Date: 2 / 11 / 16 **Time:** 9 : 45 (am) / pm **(circle one)**

List 6-12 key words for the talk: Observing mathematics teaching, communicating mathematics

Please summarize the lecture in 5 or fewer sentences:
The speakers discussed methods by which to focus on the mathematics that is being taught (and the mathematical knowledge that is being assumed) in videos. They emphasized that care must be taken to distinguish between math that is directly in the video and related important math that is not in the video. The importance for citing evidence directly linked to the videos was stressed.

CHECK LIST

(This is **NOT** optional, we will **not pay** for **incomplete** forms)

- Introduce yourself to the speaker prior to the talk. Tell them that you will be the note taker, and that you will need to make copies of their notes and materials, if any.
- Obtain ALL presentation materials from speaker. This can be done before the talk is to begin or after the talk; please make arrangements with the speaker as to when you can do this. You may scan and send materials as a .pdf to yourself using the scanner on the 3rd floor.
  - **Computer Presentations**: Obtain a copy of their presentation
  - **Overhead**: Obtain a copy or use the originals and scan them
  - **Blackboard**: Take blackboard notes in black or blue **PEN**. We will **NOT** accept notes in pencil or in colored ink other than black or blue.
  - **Handouts**: Obtain copies of and scan all handouts
- For each talk, all materials must be saved in a single .pdf and named according to the naming convention on the "Materials Received" check list. To do this, compile all materials for a specific talk into one stack with this completed sheet on top and insert face up into the tray on the top of the scanner. Proceed to scan and email the file to yourself. Do this for the materials from each talk.
- When you have emailed all files to yourself, please save and re-name each file according to the naming convention listed below the talk title on the "Materials Received" check list. (*YYYY.MM.DD.TIME.SpeakerLastName*)
- Email the re-named files to notes@msri.org with the workshop name and your name in the subject line.

Seeing the math in teaching

Roger Howe
Yale University

Lindsey Mann
University of Michigan

SEEING THE MATHEMATICS IN TEACHING

- What are some things that make it difficult?
  - Mathematical knowledge that is highly compressed
  - Lack of language
  - Desire for context
  - Lack of consensus on what counts as ‘mathematics’
  - Investment in student learning and mathematics

Yale

EDUCATION

OUR GOALS

- To better understand teaching by
  - Working on seeing, and talking about, the math in teaching
  - Practicing staying as close to the teaching as possible by grounding our observations in evidence from the video
  - Distinguishing between math that is in the video and math that is related to the video and may be important

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EDUCATION

CONTEXT FOR THE VIDEO

- Study of Beginning Mathematics Teaching
- First through third year teachers
- Teaching first through eleventh grade across diverse contexts

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EDUCATION

FOCUS

- What mathematics do you see in the video?
  - What is your evidence?

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EDUCATION

JANICE
PLACE VALUE THROUGH THE TEN THOUSANDS

- 3rd grade classroom in a Midwestern suburb
- Lesson takes place in December
- Lesson on place value from her school's curriculum

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EDUCATION

EDDIE
MULTIPLICATION USING PARTIAL PRODUCTS

- 3rd grade classroom in a large Midwestern city
- Lesson takes place in April
- Predominantly African American students
- Lesson on multiplication from school's curriculum

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EDUCATION