

Introduction to the Facilitator's Guide

Each TIAN Bundle's third section (the Facilitator's Guide) is designed to give some practical suggestions about how to facilitate a teacher meeting using the resources in the other two bundle sections (Math Topic and Teaching/Learning Issue). There is a suggested Meeting Feedback Form for the group and a Teacher Meeting Notes form to submit to the tian-talk discussion list by sending an email to tian-talk@cls.coe.utk.edu. Please note these are only suggestions. The TIAN team is interested in hearing what groups decide is most important and helpful for them.

Suggestions for Using Bundle #5 in Teacher Meetings

As you plan to use a Bundle, print out a copy of the entire Bundle (about 40 pages). Read through it, deciding which sections to photocopy for the meeting and which to let group participants access themselves on the TIAN website at http://adulnumeracy.terc.eu/TIAN_teacher_resources.html

If your group has ONE two-hour meeting to spend on Bundle #5, set aside at least 2/3 of the time for the Math Topic and 1/3 of the time on the Teaching/Learning Issue or discussing one or more of the articles from the Articles and References for Teachers. So, a meeting might go something like:

- 1. Introduce the Math Topic, Geometric Thinking, either by**
 - a. summarizing the main points in the Introduction or
 - b. emailing the introduction and Linda Huntington's article, *Shapes And Stitches: Quilting In An Abe Math Class*, ahead of time to the group members, and then briefly discuss the main points in the meeting.
- 2. Do some math together.**

There are four activities. Choose two activities to do such as 5A—*Triangles in Real Life* for a look at the properties of triangles and Activity 5C—*Don't Fence Me In!* to look for patterns and informal rules for perimeter and area.
- 3. Consider the issue: "Attendance Turbulence" or discuss how effectively your state's standards address the broader definition of geometric thinking.**
- 4. Get some feedback on the meeting and ask a volunteer to send an email to tian-talk to share good ideas that came up in the meeting.**


Also, ask everyone to bring back to the next meeting what they did with these activities in their classes.

If your group has TWO two-hour meetings (4 hrs) to use Bundle #5, you might spend the entire first meeting on the Math Topic, and the second meeting discussing how things played out in class, ending that second meeting with a discussion of the Teaching/Learning Issue.

In the first meeting, you might have time to do and reflect upon all four activities, and to begin to choose some articles to read before the next meeting. You might start the second meeting with everyone sharing their feedback based on the article(s) they read.

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Continuum of Sociomathematical Norms

			
	Less likely to promote mathematical learning		More likely to promote mathematical learning
Sharing	Ideas and solutions are shared with minimal or no explanation	Thinking is described, often in procedural terms	Explanations consist of a mathematical argument
Solution Strategies	Emphasis is on one single solution or strategy	Multiple strategies and solutions are described	Emphasis is placed on the relationships among multiple solutions and/or strategies
Confusion & Error	Confusion and mistakes are avoided or ignored, or are corrected by the PD leader	Confusion and mistakes are acknowledged in hopes of causing disequilibrium and change in understanding	Confusion and errors are embraced as opportunities to compare ideas, re-conceptualize problems, explore contradictions in solutions, or pursue alternative strategies
Questioning	The PD leader asks questions aimed at maintaining social order or eliciting specific responses	Both the PD leader and teachers raise procedural and/or factual questions about the mathematics	Both the PD leader and teachers raise questions that push on understanding of mathematics/mathematical reasoning
Community	Work is generally done individually or ideas are shared through PD leader explication	teachers collaborate to find solutions to problems	Mathematical argumentation forms the basis of a generative learning process where individuals take responsibility for their own and the group's progress

(Adapted from Yackel & Cobb)

The Importance of Promoting Teacher Mathematical Learning

ABE math teacher groups get together for two main reasons—to get some good math teaching ideas and resources for their classrooms and to expand their own math knowledge. The activities that you do together begin with teachers wrestling with the problems themselves. As they struggle, some things you do as facilitator will be more likely to promote mathematical learning than others. All facilitators should keep these five important ideas in mind:

1. TIAN teachers value sharing solutions among themselves and encourage sharing in the classroom. When asking people to share, encourage people to explain their thought processes.
2. In the TIAN institutes we were always interested in more than one strategy, and whether we could see the connections between the strategies.
3. Regard confusion and error as learning opportunities—don't avoid it.
4. Raise honest questions that push on the math. This means it is ok to not have the answer to the questions posed. All of us are learners—that includes the facilitator.
5. It's a community—everyone should take responsibility for the learning.

These ideas, so beautifully presented in the table on the next page, would be good for everyone in the group to have a copy of right from the first meeting.

Meeting Feedback Form

(for the group and the facilitator)

What was the most effective part of the meeting today, and why?

What would you change for the next time? Why?

What pressing issues/topics would be good to address?

Teacher Meeting Notes

(To share with other groups on the tian-talk discussion list at tian-talk@cls.coe.utk.edu)

Date/time of meeting:

Group Title and meeting location (City or town, State)

Facilitator(s)

Number of participants present

Describe what occurred at the meeting

Did you use any activities or discuss the issue from the TIAN Bundles? How effective were the activities or discussion of the issue?

Did your group use resources others than those in the TIAN Bundles? If so, please describe (or attach).