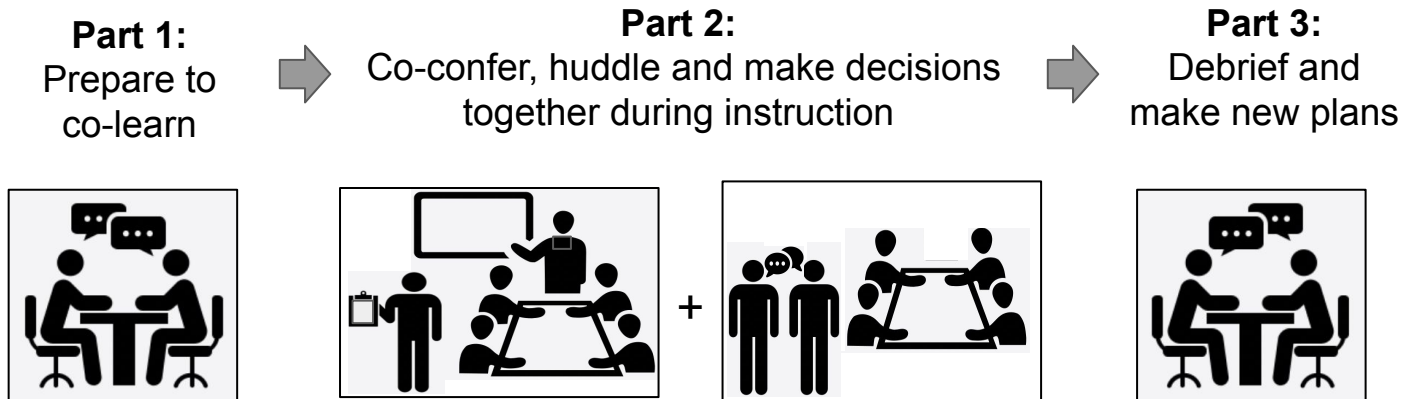


Co-Learning about Equity-Oriented Math Instruction

Co-Conferring with Focal Students

Guiding Question: *How can we authentically center and leverage mathematical contributions from culturally and linguistically diverse students to disrupt inequitable participation patterns?*

This tool is designed to support teachers in co-learning about the guiding question above as they confer with focal students together. The protocol guides teachers through noticing and making decisions together as they engage in conferences with students during work time. There are three parts of the tool:





STEP 1: Choose 2-3 students you and your co-learner would like to learn more about during this lesson.

Questions to consider:

- Why are we interested in learning more about these focal students?
- What do we know about these students already?
- What mathematical strengths have we noticed about these students?
- What questions do we have about these students' math experiences, understandings and strengths?

STEP 2: Make a plan for how and when you and your co-learner will confer **together** with the students you identified

Plan to CO-CONFER WITH STUDENTS

- When will we confer with students during the lesson?
- Who will lead the conferences with each focal student?
- Who will take notes and observe?

(NOTE: You might decide to alternate roles for each conference).

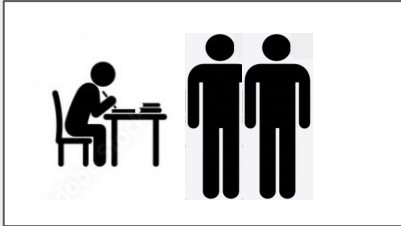
Plan for your TEACHER HUDDLE(S)

- When during the lesson will we **huddle and discuss** what we've noticed in the conferences?
- What kinds of decision(s) could we make during these huddles that might disrupt inequities?

STEP 3: Decide how you'll share this plan with your class. For example, "Today [Teacher Name] and I will be working together to learn more about how students think about math. During work time today we might stop by your desks to ask questions about your awesome ideas. Thanks for helping us learn to be better teachers!"

As planned, meet up to co-confer with your focal students during student work time. Then huddle together and decide what to do next based on what you've noticed about students' thinking.

STEP 1: Confer with focal students together

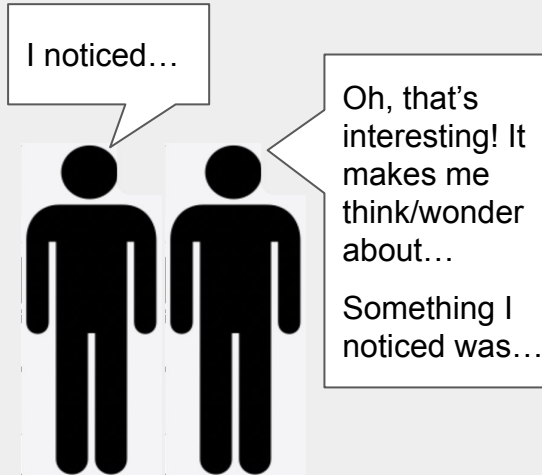


Possible prompts:

- Tell us about what you're thinking.
- How did you get this?
- Why/how does that work?
- What feels hard or confusing?
- What questions do you have about this problem?

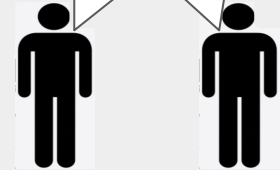
Note: Try to avoid coaching or correcting the student

STEP 2: Huddle during the lesson to share what you've noticed



STEP 3: Make a decision together.

What should we do now based on what we've noticed?



Possible decisions/outcomes:

- Share the thinking of a focal student with the class.
- Facilitate a discussion about a common idea/partial understanding we noticed.
- Continue circulating and conferring to learn more about students' ideas.



Part 3: Debrief after the lesson and make new plans

- **What did we learn about our focal students?**
 - What strengths did we notice about the students' procedural fluency, conceptual understandings, problem solving/reasoning and/or participation?
 - What else do we want to learn about our focal students? How can we gather this information?
- **What did we notice about the work of conferring with students?**
 - What teacher moves did we make/notice that seemed productive? Why?
 - What moments felt tricky or challenging? Why?
- **What's next...new ideas/questions**
 - What new ideas or questions do we have about equity-oriented instruction?
 - What do we want to try next? What other learning/resources do we need to support our work?