



Summary Handout

Interview with Kathy Berry – A Discipline Perspective About Assessment Practice to Promote Learning in 2020-21

GELN Learning Map	Prioritizing and Assessing Standards to Accelerate Student Learning
Title	Interview with Kathy Berry – <i>A Discipline Perspective About Assessment Practice to Promote Learning in the 2020-2021 School Year</i>
Recorded/updated	<i>July 30, 2020</i>
Featuring	Kathy Berry, immediate past president MCTM. Interviewed by Kathy Dewsbury-White, president/CEO MAC.
Learning Map Connection	The engage portion of the Learning Map provides perspectives about how to return to school this fall in a meaningful and productive way. This 18-minute interview features a disciplinary perspective (mathematics) that transcends and applies to all subject areas.
Question #1	What’s the #1 priority for mathematics teaching and learning as we embark on the 20-21 school year?
Response	<p>The mathematics community leadership agrees our #1 priority is positive growth for students and supporting relationships (teacher:student, student:student, teacher:teacher, teacher:parent, parent:student). We believe relationship building should occur in the context of conveying mathematics content and practices. Social-emotional Learning (SEL) and the formative assessment process are important to the integrative approach to relationship building we perceive to be the #1 priority.</p> <p>Mathematics teachers will need support to deepen their own professional practice to do what Tom Guskey calls, “Flip the Script”– wherein we make the behavior change and through <i>doing</i>, talk ourselves into the 2nd order change that sticks and changes both our beliefs and our behaviors.</p>

Question #2	How do we build on a foundation of good relationships to have high-quality mathematics learning experiences for all children?
Response	<p>We need to attend to the environment we create in the classroom. We develop class culture through norms, and through classroom norms we tackle development of growth mindsets in students. In mathematics, we have learning routines and we engage students in cognitively complex tasks. This isn't necessarily the environment we educators grew up in, and we are working hard to understand the affective side of learning and assessing and using that information to inform the classroom environment we create.</p>
Question #3	What advice do you have about what mathematical content to engage students with this fall?
Response	<p>The Math Ed community in MI is talking about starting students with <i>new</i> grade level content and then move students forward based on the information we glean through the formative assessment process. This permits us to use an assets-based approach. Current suggestions to mandate diagnostic and benchmark assessments early in the year are not promising strategies. Gap-filling hasn't proved successful. And we are talking about starting with new grade level content that we typically don't "get to," such as geometry at elementary levels and probability and statistics at secondary. When we work from grade level standards; use cognitively demanding tasks; and use formative assessment practice to uncover student interests, assets, and needs, we think we can level the playing field and potentially accelerate learning forward.</p> <p>Investing in the human capital of teachers to provide them with their own learning time to, in turn, support students could permit us to make lemonade from challenges presented via COVID-19.</p>
Associated references/resources	<p>Chubb, Mark. "How Not to Start Math Class in the Fall – 2020." <i>Thinking Mathematically</i>. 6.23.2020 https://buildingmathematicians.wordpress.com</p> <p>Guskey, Thomas R. "Flip the Script on Change." <i>The Learning Professional</i>, April 2020, Vol. 41 No.2 pp. 18-22. https://learningforward.org/journal/beyond-the-basics/flip-the-script-on-change/</p> <p>National Council of Teachers of Mathematics (NCTM) and National Council of Supervisors of Mathematics (NCSM), June 2020. <i>Moving Forward: Mathematics Learning in the Era of COVID-19</i>. Reston, VA: NCTM https://www.nctm.org/uploadedFiles/Research_and_Advocacy/NCTM_NCSM_Moving_Forward.pdf</p> <p>Student Achievement Partners. <i>2020-21 Priority Instructional Content in ELA/Literacy and Mathematics</i>. June 2020 https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics</p>