

Planning for Assigning Competence

Assigning competence is a powerful tool for shifting students'...

- **expectations** for their own and others' math competencies
- beliefs about how to **participate** as successful math learner
- beliefs about what they need to **know and be able to do** in school math

In order to accomplish the above, we must consider...

- our students' mathematics strengths
- our students' prior mathematical knowledge
- the current learning objectives
- the groupworthy skills and practices we want our students to improve and enact

WHO we assign competence to matters!

Consider the following questions in your planning of assigning competence...

1. Who might need a "status injection" today? Individual? Small Group? Whole Class?
2. Who has been really shining lately? Stepping up? Making a difference?
3. What have my students been doing really well lately? Mathematically? In teams?
4. Whose ideas are often not considered within the team or class?
5. Who might be dominating a team lately?
6. Who might need to rethink how they are participating in class?
7. Who might need to reconsider who is smart or how people are smart in math?
8. What mathematical practices do my students need to improve on?
9. Is there a team that depends too much on me as the teacher & source of information?
10. Are some students convinced they don't need their peers and can do everything on their own?

Consider the following questions in your planning of assigning competence...

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| <p>Math Content</p> | <p style="text-align: center;">What are my students' mathematical strengths? What do I want my students to know and be able to do?</p> <ul style="list-style-type: none"> ● What prior math skills/knowledge will my students bring to this task? ● What are the learning objectives for today's lesson? ● Where might my students get stuck or make mistakes? ● What misconceptions or misunderstandings might students have? ● What are some different strategies you expect students to use? |
| <p>Math Practices</p> | <p style="text-align: center;">What are my students' mathematical strengths? What do I want my students to believe it means to be a math learner? What are the mathematical practices I want my students to learn?</p> <ul style="list-style-type: none"> ● Do students justify their reasons/ideas using "because..." statements? ● Are there students whose strength is using the graphing calculator? ● Is there a particular representation that someone is really strong with? ● Who can move easily between different mathematical representations? ● Who is good at organizing information? ● Who is good at explaining their math ideas to others? ● Who is willing to help others using their peer's idea rather than their own? ● Who is good at identifying patterns? Generalizing? Predicting? ● Who is good at making connections between different ideas? ● Who is strong with mental math? ● Who can identify common mistakes in a peer's problem solving? ● Do students check if their answers are reasonable? ● Do students try different things when they get stuck? ● Do students ask, "Why? How did you get that? Why is that right? Could we do it differently? Does anyone have another way of solving this?" |
| <p>Groupwork</p> | <p style="text-align: center;">What are my students' groupwork strengths? What do I want my students to believe it means to be a good group member? What are the groupwork norms/skills that I want my students to enact/improve?</p> <ul style="list-style-type: none"> ● Do teams get off to a quick start? ● Do teams lean in and use the middle space to share work/ideas? ● Do teams make sure that everyone has access to the resources? ● Do teams celebrate their successes? ● Who looks out for others in the group? ● Do students know how to help a peer without doing the work for them? ● Do students keep each other from talking outside of their teams? ● Do students ask questions of each other? ● Do students talk about their ideas/strategies while they are sense-making rather than waiting until they have solved the problem individually? ● Do students check in with each other to ensure understanding and stay together on the same problems/ideas? ● Do students hold themselves and each other accountable for staying on task and sharing ideas? ● Do students use each other as intellectual resources rather than calling on the teacher too often? ● Do students publicly recognize each other's way of being mathematically smart? |