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Campfire Gathering Facilitation Guide



Chase Orton *(And You!)*

**CORWIN** Mathematics

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## Overview

Relationships are all there is. Everything in the universe only exists because it is in relationship to everything else. Nothing exists in isolation. We have to stop pretending we are individuals who can go it alone.

—Margaret Wheatley

This document is a companion to *The Imperfect and Unfinished Math Teacher: A Journey to Reclaim Our Professional Growth*. It contains agendas and other support materials for the Campfire Gatherings found in the text. Campfire Gatherings are guided conversations that will help us build the type of trusting relationships we will need on our journey—relationships that will position us as active partners in each other’s professional growth.

## Contents

### Agendas to Build Our Culture of Professionalism:

Campfire Gathering 1 (From Interlude 4): Share Your Teaching Stories	3
Campfire Gathering 2 (From Interlude 5): Share Your Math Stories	6
Campfire Gathering 3 (From Interlude 6): Share Your Passion Profiles	7
Campfire Gathering 4 (From Interlude 7): Share Your Bests and Worsts	8
Invitations to Further Your Culture of Professionalism	9

### Agendas to Change Our Cultural Math Story:

Campfire Gathering 5 (From Interlude 8): Suggested Agendas to Further Your Craft of Positioning Students as Capable	13
Campfire Gathering 6 (From Interlude 9): Suggested Agendas to Further Your Craft of Sharing Authority With Students	16
Campfire Gathering 7 (From Interlude 10): Suggested Agendas to Further Your Craft of Keeping Math Stories Unfinished	24
Invitations for the Journey Ahead	27

## Building Our Culture of Professionalism

Campfire Gatherings 1-4 align with Part 2 of *The Imperfect and Unfinished Math Teacher* (Chapters 4-7) and are designed to help you and your colleagues build a culture of professionalism by talking about things that are universally true for all of us and uniquely true for each of us. When we talk about what we have in common, we create space for more authentic opportunities to connect with others and build rapport and understanding—the foundations for a culture of safety and inclusion that allow us to be vulnerable about our struggles in the classroom. Our purpose here is to transcend much of the debate that divides us and *find common truths about our work teaching mathematics* so that we can achieve professional flourishing *for ourselves*.

These conversations are *listening* activities where our primary task is to help others feel heard. We will do this by deliberately mirroring back and paraphrasing what we hear others saying. When we feel heard, several things happen. First, we foster an appreciation for each other's professional identity and the journey they are on. Second, we strengthen our relationships by deepening our trust in each other—trust that we won't be judged for being the imperfect, unfinished math teachers we are. Third, when we listen to others, we can learn about ourselves and our own thinking. For example, you may find yourself saying: *I've never looked at it that way before*. Last, when others reflect back what they hear us say, we get the benefit of hearing our own thinking. This vantage can help us more clearly “see” our own beliefs that may have been tacit before.

If you are a teacher working with your peers, and you have a coach to help facilitate these conversations, that may be helpful, but I've written agendas for you as simply a group of teachers to follow together because I believe that you have the capacity to facilitate these conversations for yourselves.

The questions, prompts, and activities are carefully crafted to set you up for success as you learn to conduct these meetings for yourself. Think of these Gatherings like “talking circles” or “council” or the other structured discourse activities you may have conducted in advisory or participated in elsewhere during your career. That said, please do not try to reduce these agendas down to a checklist. There are no checklists in this book. As you evolve as a group of colleagues learning how to be active partners in each other's growth, you may find other discourse strategies that you can add to these agendas yourself. I've simply chosen the ones that are low-floor and high-leverage for you to start with.

As you participate, I invite you to set aside a desire to respond, solve, fix, or rescue your colleague or to reply with your own autobiographical anecdote that you think relates. Your job is to listen and mirror back. Simply get to know each other. Avoid sarcasm. This is not a time for teasing. We may think we know what's in each other's Sea of Shame, but we don't.

Although you might find these Gatherings cathartic, this is not therapy. Everyone here is sharing only what they feel comfortable sharing. A culture of consent is always essential. Set aside your desire to ask probing questions of each other, for now. We will learn how to do this for each other in the next section: Changing Our Cultural Math Story.

# CAMPFIRE GATHERING 1 (FROM INTERLUDE 4): SHARE YOUR TEACHING STORIES



*Note: This first agenda is the longest because it contains details for each of the activities. Future agendas will be much shorter and contain fewer details. Refer back to this agenda if you need to refresh your memory on each of these activities.*

**Purpose:** To practice enhancing each other's professional identity by mirroring back what we hear.

At this gathering, you'll each have about 5-7 minutes of uninterrupted time to share your teaching story with each other. To prepare, look at your notes from "Lighthouse Reflection 1: What Is Your Teaching Story?"

What parts of your teaching story seem most significant to share? What do you want others to know about your professional journey?

**Before the meeting:**

- Be prepared to share your teaching story (from Lighthouse Reflection 1).
- Choose a facilitator who is responsible for keeping time and moving the group through this agenda.
- Schedule a time to meet. Campfire Gatherings should never be rushed because you can't listen when you're in a hurry. Schedule them at times when all of you are able to be present, focused, and ready to share. Most teachers schedule their Campfire Gatherings at the end of the school day.

**Set the space:**

These gatherings occur in uninterrupted, distraction-free environments. People don't feel heard when the person they're talking to is distracted by their cell phone or laptops.

- Consider posting a sign on your classroom door asking not to be interrupted.
- Set up chairs so you can all sit comfortably in a circle and be able to make eye contact with each other.
- A tradition I practice is placing a candle in the middle of the circle. We begin our meeting by lighting the candle. During the meeting, the candle is there to remind us of the sacredness of our journey and our relationships. At the end of the meeting, the candle is blown out and the circle dissolves until next time.

**Moment of silence (1 minute):**

Ever savor one of those brief moments when all your students leave, you shut your classroom door, and it's quiet enough to hear your thoughts for the first time in hours? Let's create one of those moments for ourselves. Our days can be long and exhausting, and we all deserve some quiet. Even if we think we don't need it, our colleagues might—let's do it for them.

- With your eyes closed or looking down, take a moment to focus on your breath, breathing slowly and deeply in through your nose and out through your mouth. With each breath, take a moment to examine your inner self.
- Notice your emotions. Where are you today emotionally? What energy are you bringing into the room? What are you offering the group? What might you need from the group today? Is there anything you need to express so you can let it go and focus?

*I'm in! (~2-5 minutes):*

“I’m in!” is a quick and simple activity to bring some focused energy into the room and a chance for you and your colleagues to express and let go of any distractions you may still be feeling. This activity is about providing an opportunity for everyone to have a chance to elevate their own voice, one at a time, in a culture of listening without commentary.

- One person starts by sharing whatever they need to share. Conclude by saying “I’m in!” This is a cue that you’re finished, and it’s the next person’s turn.
- Continue by going around the circle until all group members have shared. Be respectful of time. Unless someone has something really pressing to share, most individuals take about 5-30 seconds to check in.

*Mirroring Conversation (~25-45 minutes, depending on the size of the group):*

Ever had someone say exactly what you’re thinking? It feels really good, right? *This person gets me!* In this activity, we’re going to intentionally create this feel-good emotion by reflecting back what we hear each other saying.

A “Mirroring Conversation” is a structured listening activity where we will practice enhancing each other’s identity by helping them feel heard. Our purpose is to help each other hear things that may be tacit about our own beliefs by creating vantage for each other—an auditory form of learning to see with “new eyes.”

(~5-7 minutes) One person shares while everyone else listens.

Invite a volunteer to go first and share something about their Lighthouse Reflection.

Invite the other participants to listen quietly.

So that the speaker can be open and vulnerable, listeners should set aside the desire to respond or interrupt with their own anecdotes. Instead, listen for the truth in them—*hear* them, *see* them. Mirror their body language and be as attentive as you can to understand what they are expressing.

If something is unclear, it is ok to interrupt to ask *clarifying* questions as a listener to check for understanding. A fail-safe way to gently interrupt with a clarifying question is to say simply, *Can I ask a clarifying question? I’m a bit confused about when you talked about . . . Can you say that again to help me understand?* This is not a time to ask *probing* questions like *Why did you do that? Have you tried doing this instead?*

(~30 seconds) Everyone pauses to consider what was shared.

(~3-5 minutes) Everyone takes a moment to reflect back what they heard.

Invite participants to mirror back something (not everything) they heard.

As a mirror, your role is to reflect back the meaning of what you hear, not *interpret* the meaning of what you hear. *Some things I hear you saying . . .* may be a useful sentence starter. *Is that what you’re saying?* may be a useful question to conclude your mirroring statement.

Be very intentional to avoid any opinions, judgments, or interpretations.

(~2 minutes) After everyone has mirrored, the original speaker gets the last word and an opportunity to share their new thinking.

In what ways has the group been a mirror for you? What is something that was tacit to you until you heard others reflect it back? Possible sentence frames include the following: *Hearing this, I wonder . . .*  
*Some new learning I’m making is . . .*

Repeat this process until everyone has shared and had a chance to be mirrored.



*Reflect on Process (~3-5 minutes):*

Take a moment and reflect on the process.

- How did this Campfire Gathering go, the Mirroring Conversation specifically? How did the Seek Vantage go? What are ways you might want to improve these processes for next time?

*Closure (~5 minutes):*

Take another moment of silence to reflect on and digest on everything you've heard in the meeting.

- What have you learned about your teaching story that you may not have realized before? What new vantage have you gained on your professional identity?

When appropriate, take turns sharing your thinking on one or more of the following prompts:

- Something important that I'm learning is . . .
- Something I'm wondering about is . . .
- Something I'm still grappling with is . . .
- Something I appreciated most about today's meeting is . . .
- Something I'm looking forward to is . . .
- Thank each other and end the meeting. I usually ask if someone wants to blow out the candle.
- Make sure to calendar your next gathering and observations.

# CAMPFIRE GATHERING 2 (FROM INTERLUDE 5): SHARE YOUR MATH STORIES



*Purpose:* To value each other's lived experience as students in math class.

At this gathering, you'll each have about 5-7 minutes of uninterrupted time to share your math story with each other. To prepare, look at your notes from "Lighthouse Reflection 2: What Is Your Math Story?"

What parts of your math story seem most significant to share? What do you want others to know about your journey as a student in math class?

*Before the meeting:* Be prepared to share your math story, choose a facilitator, and schedule a time to meet.

*Set the space:* Uninterrupted and distraction-free environments, sign on the door, chairs in a circle, lighted candle in the center.

*Moment of silence (1 minute):* Focus on your breath, notice your emotions.

*I'm in! (~2-5 minutes):* Focus the energy in the room. How are we doing today?

*Mirroring Conversation (~25-45 minutes, depending on the size of the group):* Follow the same structure as outlined in Campfire Gathering 1. This time the invitation is to share your math story from Lighthouse Reflection 2.

*Reflect on Process (~3-5 minutes):* What are ways you might want to improve these processes for next time?

*Closure (~5 minutes):* What have you learned about your math story that you may not have realized before? What new vantage have you gained on your professional identity?



# CAMPFIRE GATHERING 3 (FROM INTERLUDE 6): SHARE YOUR PASSION PROFILES



*Note: This agenda contains a new activity called “Celebrate Flourishment.”*

*Purpose:* To appreciate the unique passion(s) you bring to the classroom.

At this gathering, you’ll each have about 5-7 minutes of uninterrupted time to share your reasons why you teach and the passion(s) you bring to your classrooms. To prepare, look at your notes from “Lighthouse Reflection 3: What Is Your Passion Profile?”

What do you want to share with the group about your teaching passion(s)? What do you want them to know about your Tree and the authentic, emotional teacher within you?

*Before the meeting:* Be prepared to share your passions, choose a facilitator, and schedule a time to meet.

*Set the space:* Uninterrupted and distraction-free environments, sign on the door, chairs in a circle, lighted candle in the center.

*Moment of silence (1 minute):* Focus on your breath, notice your emotions.

*I’m in! (~2-5 minutes):* Focus the energy in the room. How are we doing today?

*Celebrate flourishment (~5-10 minutes):*

As an expert performer, it’s important to celebrate the progress we are making toward achieving more nourishing outcomes in our classroom with our expertise.

- Take turns sharing some of your insights you’ve had so far on your journey.
  - How are you seeing your professional identity and your Garden with new eyes?
  - What new learning or new wonderings are you making that can be celebrated?
  - What success might you already be seeing?
- Once everyone has shared, take a moment and think about what others have said and how your learning is connected. How have you been windows for each other? How have you helped enhance each other’s identity?

*Mirroring Conversation (~25-45 minutes, depending on the size of the group):* Follow the same structure as outlined in Campfire Gathering 1. This time the invitation is to share your Passion Profile from Lighthouse Reflection 3.

*Reflect on Process (~3-5 minutes):* Make sure to really pause and reflect on the process of these Campfire Gatherings. How might you refine the process to help increase the efficiency of your efficacy? Are there other listening strategies you’ve used in groups before that you might like to add?

*Closure (~5 minutes):* What have you learned about your Tree that you may not have realized before? What new vantage have you gained on your professional identity?

# CAMPFIRE GATHERING 4 (FROM INTERLUDE 7): SHARE YOUR BESTS AND WORSTS



*Purpose:* To celebrate your learning together and to further your practice of giving grace to each other.

At this gathering, you'll each have about 5-7 minutes of uninterrupted time to talk more deeply about what nourishes your Tree—and how you feel on your worst days. To prepare, look at your notes from “Lighthouse Reflection 4: Your Bests and Worst.”

What do you want to share with the group about what you wrote? What would you like to reveal? What experiences would you like to hear reflected back at you?

*Before the meeting:* Be prepared to share your passions, choose a facilitator, and schedule a time to meet.

*Set the space:* Uninterrupted and distraction-free environments, sign on the door, chairs in a circle, lighted candle in the center.

*Moment of silence (1 minute):* Focus on your breath, notice your emotions.

*I'm in! (~2-5 minutes):* Focus the energy in the room. How are we doing today?

*Celebrate flourishing (~5-10 minutes):* Share your successes and growth.

*Mirroring Conversation (~25-45 minutes, depending on the size of the group):* Follow the same structure as outlined in Campfire Gathering 1. This time the invitation is to share your Bests and Worst from Lighthouse Reflection 4.

*Reflect on Process (~3-5 minutes):* How might you refine the process to help increase the efficiency of your efficacy? Are there other listening strategies you've used in groups before that you might like to add?

*Closure (~5 minutes):* What have you learned about yourself that you may not have realized before? What new eyes have you gained on your professional identity? What have you learned about each other that you may not have known before?

## INVITATIONS TO FURTHER YOUR CULTURE OF PROFESSIONALISM

It's my hope that after four Campfire Gatherings, you will have built stronger and more authentic relationships with each other. But the journey to deepening our relationships and fostering a culture of grace, understanding, and appreciation doesn't stop here.

**Have more Mirroring Conversations.** I invite you to keep having Mirroring Conversations in your Gatherings whenever needed. And I invite you to come up with your own prompts and to share those prompts with others. You are an author of this unfinished book because my lists are imperfect. Let's get better together.

Here are a few Mirroring Conversation prompts that may be interesting to discuss:

- ▶ If all the teaching jobs in the world were filled, what kind of career or work would you do? And why?
- ▶ Who was a teacher that made a difference in your life? What about them made them effective? What about *you* allowed them to be effective?
- ▶ What's a math topic or unit of study that you would love to teach but that currently isn't in your curriculum or standards? Why does this topic matter to you?
- ▶ What passions, interests, hobbies, and activities do you have that don't involve teaching students? What might be some ways that you've used (or can use) the Core Elements of Deliberate Practice (focus, vantage, and relationships) to improve your expertise in these areas?
- ▶ Where did you grow up? What was your childhood like? What's your family like? What family traditions did you have growing up and/or continue to practice?
- ▶ Which of your teachers/professors/mentors do you want to channel while you teach?
- ▶ What words do you hope your students will use to describe you as a teacher now and in the long-term future?

**Talk about the stories in the book.** I invite you to make some time in your Gatherings to talk about the stories in the book and to look through the windows together. What do you see? And how do you see it?

**Do math together.** I invite you to select some of the richer tasks that you have in your curriculum or find elsewhere. Take time to do these tasks individually, seeking as many solutions as possible. Then share your solutions with each other and enrich your own understanding of the content you are teaching.

**Try out other listening and group building activities.** I invite you to expand your toolbox of listening activities. You probably have engaged in other listening activities that invite others to share stories about their lived experiences. Moving forward, consider doing listening activities other than Mirroring Conversations in some of your Campfire Gatherings. Here is one of mine called "Being With You . . . Hearing That . . ." The purpose of this activity is to help someone else see something that they may not know about themselves. It invites us to speak authentically and from the heart. Here's how it works.

## “Being With You . . . Hearing That . . .”

Sit silently in a circle.

When someone feels compelled to speak, they say, “[Name], being with you, I have learned/realized/seen/noticed/felt . . .” and you share something you’ve learned *from* them, not necessarily *about* them.

Once that person has shared, the person spoken to pauses, then replies, “Hearing that . . .”

For example,

*Me: Greg, being with you I’ve learned how important it is to have students laughing in math class. I really appreciate how you use humor, and I’m learning how I can, in my own way, bring more humor into my teaching. Math class is more fun. Thank you, Greg.*

*Greg: Chase, hearing that makes me smile. I’ve worked really hard over the years to use humor, and it feels good to know it’s having an effect on your own learning. I’m curious how it goes for you. Thank you, Chase.*

The purpose here is to celebrate the impact we are having on each other that we might not yet be aware of. I invite you to help reveal the brilliance you see in others that they may not see in themselves.

Be sure to say the person’s name. It matters. It makes the message resonate more personally.

Be comfortable with the silence. Only speak if moved to do so. Some groups set a timer to serve as an indicator to bring closure.

## Changing Our Cultural Math Story

Part 3 (Chapters 8-11 and their Interludes) of *The Imperfect and Unfinished Math Teacher* contain agendas and specific actions that can help you become more effective stewards of the math stories being authored in your classrooms. The purpose of these invitations is to help you expand your instructional expertise at meeting the myriad of learning needs in your classroom and sustaining a robust sense of professional flourishing as you achieve your vision of equity for more of your students.

While previous Campfire Gatherings were dedicated to getting to know each other and building a culture of inclusion, trust, and appreciation for what we have in common and what makes us unique as teachers, the Campfire Gatherings moving forward focus on a question asked in Seek Vantage 4 (in Interlude 7): Why is math class not working for some students? Although these Gatherings are numbered, they do not have a set order—you may jump to the area of focus that interests you and your colleagues the most. That said, Campfire Gathering 5 may be the most productive place to start because it contains the actions that are relatively small, simple changes you can make that can yield a lot of productive results for you and your students.

I know that for many of us, performing our craft in front of each other and talking about what we see can be uncomfortable work. We are exposing ourselves to critique and judgment. Even doing math with each other can stir up some of our insecurities. We risk becoming exposed for not knowing the mathematics we teach as deeply as we would like. I assure you, we have much to learn through each other. None of us are perfect in our craft, and all of us have more math to learn. To help you navigate this work, here’s a simple strategy called “Ouch and Oops” that you can use to turn mistakes into moments that *strengthen* your relationships and build *more* trust.

## “Ouch and Oops”

The agendas ahead ask us to be vulnerable and authentic as we test some of our deeply held beliefs and question some of the actions we are taking in our classroom. As we learn to talk productively about the unproductive results we are seeing in our classrooms, we might, at times, feel judged. This is a natural feeling and it isn't anyone's fault. You don't want your colleagues to feel judged, and your colleagues don't want you to feel judged. But sometimes we feel judged despite everyone's best intentions.

What happens if you do feel judged in a Campfire Gathering? How do you keep expanding and furthering your relationships *through the inevitable mistakes* you will make with each other?

If you ever feel judged/attacked/insecure, at any time, simply say “Ouch.” It's OK to interrupt someone.

If you ever hear your colleague say “ouch,” say “oops”—without hesitation. To pause and reflect *in that moment* is to dismiss their emotion and might prepare them to become more defensive. Ask them what they're feeling from their perspective. *Can you tell me more about what you're feeling right now?*

When we do “Ouch and Oops,” we are positioning ourselves to give each other grace and presume positive intentions. An “Ouch and Oops” isn't necessarily about asking for or giving apologies, although that may happen. This is a simple, low-floor, low-risk way of saying, “Hey, I know that you didn't mean it, but my feelings are hurt. Can we stop for a moment and help me clear the air?”

“Ouch” can also be used in our collaborative work if we're feeling ourselves having a negative experience for whatever reason. When negative emotions build, we can often begin to shut down and retreat to our emotional silos. If you find yourself feeling insecure and wanting to withdraw, try using the phrase, “I'm having an ‘ouch’ moment right now. Can I have a moment to talk it through?” A productive reply to a colleague who says this can be, “Tell me more about what you're feeling and why you're feeling it.”

Last, as a group of compassionate colleagues, I invite you to constantly be in tune to the emotional state of others. If you sense that another colleague might be having some “ouch” feelings, simply ask, “Can we take a temperature check? How are people feeling right now?”

## A NOTE ABOUT AGENDAS FOR FUTURE CAMPFIRE GATHERINGS

You have probably already noticed a repeating pattern emerging from Campfire Agendas 1-4. That pattern is captured in the template below, and you may find it a useful tool as you learn how to create your own agendas. Moving forward, the agendas in this Facilitation Guide are abbreviated and only contain the “purpose” and a suggested “co-thinking activity”—an invitation to engage in some learning together as active partners in each other’s professional growth.

### A Template for Any Campfire Gathering Agenda

*Purpose:* What do you want to accomplish and/or reflect on during this gathering? How will you know that you are successful at achieving this goal?

*Before the meeting:* What should group members be prepared to share? Who will facilitate? When will you meet?

*Set the space:* Uninterrupted and distraction-free environments, sign on the door, chairs in a circle, lighted candle in the center.

*Moment of silence (1 minute):* Focus on your breath, notice your emotions.

*I’m in! (~2-5 minutes):* Focus the energy in the room. How are we doing today?

*Celebrate flourishing (~5-10 minutes):* Share your successes and growth.

*Co-Thinking Activity:*

*Reflect on Process (~3-5 minutes):* How might we improve how we do these meetings?

*Closure (~5 minutes):* Return to your original purpose and reflect on your learning.



# CAMPFIRE GATHERING 5 (FROM INTERLUDE 8): SUGGESTED AGENDAS TO FURTHER YOUR CRAFT OF POSITIONING STUDENTS AS CAPABLE



Interlude 8 contains specific actions you can take to “step out of the textbook” in ways that can position your students as capable mathematical thinkers and doers. These actions are listed below and are explained in more detail on page \_\_\_ in *The Imperfect and Unfinished Math Teacher*.

1. Show students you value their lived experiences and what they already know.
2. Tell stories and introduce situations using visuals.
3. Create information gaps that offer your students something they can all wonder about.
4. Seek out and implement some low-floor, high-leverage instructional routines listed in the table below.

Some Low-Floor, High-Leverage Instructional Routines	
Numberless Word Problems	<a href="https://bstockus.wordpress.com/numberless-word-problems">https://bstockus.wordpress.com/numberless-word-problems</a> <a href="https://www.mixandmath.com/blog/numberless-word-problems">https://www.mixandmath.com/blog/numberless-word-problems</a>
Slow Reveal Graphs	<a href="https://slowrevealgraphs.com">https://slowrevealgraphs.com</a>
Estimation 180	<a href="https://estimation180.com">https://estimation180.com</a>
Which One Doesn't Belong	<a href="https://wodb.ca">https://wodb.ca</a>
Number Talks (or Math Talks or Algebra Talks)	<a href="https://www.sfusdmath.org/math-talks.html">https://www.sfusdmath.org/math-talks.html</a>
Number Talks With Images	<a href="http://ntimages.weebly.com/photos.html">http://ntimages.weebly.com/photos.html</a>
Notice and Wonder	<a href="https://www.nctm.org/noticeandwonder">https://www.nctm.org/noticeandwonder</a> <a href="http://www.5280math.com/noticing-and-wondering">http://www.5280math.com/noticing-and-wondering</a>
Would You Rather Math	<a href="https://www.wouldyourathermath.com">https://www.wouldyourathermath.com</a>
101 Questions	<a href="https://www.101qs.com">https://www.101qs.com</a>
Graphing Stories	<a href="http://www.graphingstories.com">http://www.graphingstories.com</a>
What's the Same/Different?	<a href="https://www.samebutdifferentmath.com">https://www.samebutdifferentmath.com</a>
3-Act Math Tasks	<a href="https://www.sfusdmath.org/3-act-tasks.html">https://www.sfusdmath.org/3-act-tasks.html</a>
Debate Math	<a href="https://www.luzniak.com/debate-math.html">https://www.luzniak.com/debate-math.html</a>
Visual Patterns	<a href="https://www.visualpatterns.org">https://www.visualpatterns.org</a>
Between 2 Numbers	<a href="https://www.between2numbers.com">https://www.between2numbers.com</a>

Furthering your craft of these actions will require several Campfire Gatherings, and you may find yourselves spending several weeks or even a few months perfecting your craft of these actions together. Here is a sequence of agendas that contain some co-thinking activities to help guide you through this work. The abbreviated agendas have been numbered 5.1, 5.2, 5.3 to help show that they are connected and to help you understand the suggested sequence. You may choose to combine, rearrange, or change these agendas using the template shown above.

## Campfire Gathering 5.1

*Purpose:* To share and appreciate our perspectives on how students are positioned in our classrooms.

How we position our learners significantly affects the outcomes of the learning experience for both us and our students. At this gathering, you'll each have about 5-7 minutes of uninterrupted time to talk about how your students are positioned as learners in the classroom. Lighthouse Reflection 5 contains several questions (listed below) to help you focus on how your students are positioned in your own classroom. Be prepared to share your responses in a Mirroring Conversation.

- What does it mean “to position your students as capable” in your own words?
- What actions are you currently taking to position your students as capable? How are you showing them that you value their thinking?
- Where is your expertise falling short? What does it look like in your Garden when you're not able to position your students as capable?
- What story making is resulting from the positions you've created as a teacher? What changes are you considering in your actions and routines?

*Co-Thinking Activity:* Mirroring Conversation

Conduct a mirroring conversation about your observations and reflections about how students are positioned as learners in your classroom.

At the end of the Mirroring Conversation, after you've reflected on everything you have heard, choose an action that might help you position more of your students for more success in the classroom. You can all choose the same one or you may choose different ones. You all have the same goal: to position your students as capable learners so that you can show your students that they all belong in the math classroom and can experience success regardless of the math story they are currently telling themselves.

## Campfire Gathering 5.2

*Purpose:* To become comfortable practicing instructional routines with each other.

*Co-Thinking Activity:* Role Play

For this Gathering, you're invited to teach one of the routines in front of each other and reflect on your learning together. For example, you may choose to learn about Number Talks, Which One Doesn't Belong, or Estimation 180 and take turns facilitating them with each other. After each facilitation, reflect on what worked and offer feedback about ways you can improve. Consider using your Seek Vantages to collect data for each other.

### Campfire Gathering 5.3

*Purpose:* To support each other as we refine our craft.

*Co-Thinking Activity:* Reflect Together on What You See

After you've had a chance to Seek Vantage and watch these instructional routines in each other's classroom, I invite you to have a conversation about the following questions:

- What successes are we seeing? What nourishing data tells us that our students believe they are capable?
- What missed opportunities do we see?
- To what degree are students positioned, individually and collectively, as mathematically capable?
- To what degree are students valued for their unique lived experience and the multiple contributions they have to offer?
- What are some actions we could take to do more for our students when it comes to achieving more productive and equitable outcomes in our classrooms?

# CAMPFIRE GATHERING 6 (FROM INTERLUDE 9): SUGGESTED AGENDAS TO FURTHER YOUR CRAFT OF SHARING AUTHORITY WITH STUDENTS



Below is a list of actions (listed in Interlude 9) you can take to elevate student voice and share authority with your students. These actions can help you and your students navigate the cultural transition from a content-focused Garden to a story-focused Garden.

The first three of the actions below can be found in Peter Liljedahl's book *Building Thinking Classrooms* and are based on his 15 years of research; they are also things I have found independently to be effective in my own teaching. If you're looking for a deeper analysis of these actions (and others), I strongly encourage you to explore Liljedahl's highly effective suggestions for classroom practices that position learners as *thinkers* who are capable and share authority for learning in the classroom. Many of these strategies can be found online.

**Defront the room.** In a content-focused Garden, the front of the room is usually reserved for “the teacher” and becomes the “space of authority.” In a story-focused Garden, spaces of authority are equally shared and distributed around the room. Learning in the classroom becomes “decentered.” I invite you to do the following:

- Orient student desks so they are facing different directions. We must step away from the traditional model I describe in my own math story—rows of desks all facing the front of the room with each student in an assigned seat.
- Teach from different spaces in the room. Teach sitting in a chair. Teach standing on a chair. Teach with your students standing, moving, or sitting on their desks. Play with space. Shift vantage. Feel how the energy moves.
- Visibly defer your authority when other students present their thinking with the class. Physically lower yourself by sitting. Literally say, *Thank you for your courage. The space is yours.* When they're finished, stay quiet and seated. See if students turn to you for what's next or if they ask questions or give feedback to the presenter. Ask yourself: *To whom do they turn when it comes to the authority of learning—us or themselves?*

**Use vertical nonpermanent surfaces.** In a content-focused Garden, the teacher is the only one who writes on the board and makes their thinking visible. The authority for learning is all on them. In a story-focused Garden, students have a chance to make their thinking visible to us and to each other.

I invite us to stop using the precious whiteboard space we have on writing learning objectives and whatever else we're mandated to put up there. Let's take down everything off the walls that isn't necessary and use our valuable space for more dry-erase boards so more student thinking can be made visible. *Pro tip:* windows work well too!

I know this action takes some effort to rearrange your classroom space and to invest in some materials, but this single change created *worlds of vantage for me* and I'm sure it will for you too. Students are more engaged, more active when they're standing in small groups in front of a board space. And as a teacher standing in the center of the room, I can see all the thinking that is going on. I get more accurate, more complete, and more useful data that I can use to make decisions as a teacher. This also creates opportunities for students to talk about each other's work and for me to facilitate whole-class discussions.

**Use visibly random grouping.** In a content-focused Garden, groups are the way they are because the teacher says so. In this position, we decide who students work with and we take authority over the relationships in the room. This potentially generates a lot of negative story making for our students about the power in the classroom and who we “let” work together and who we don't. In a story-focused Garden, groups are the way they are because they are

random. In this position, all students learn how to work with each other—even with those they may not like very much. And isn't that an essential skill in the workplace? I invite you to do this:

- Find ways to group students that are random and done visibly in front of students. There are plenty of digital resources that will do this for you, but I always appreciated the old analog methods. My favorite was to hand out playing cards at the door as they walked in and use them to make groups.

**Normalize a process of seeking feedback from students.** In a content-focused Garden, feedback always comes from the teacher “down” to the student. In this relationship, authority for what is “good” or “bad” is all on the teacher. In a story-focused Garden, feedback goes in many directions, not just from teacher to student(s), but from student to student—and perhaps, most important, from student(s) to the teacher. The authority of feedback is shared. I invite us to do the following:

- Seek feedback from your students on a regular basis. Send them surveys. Add feedback questions to your exit tickets and your assessments. *What grade would you give me for my teaching performance in this unit? How can I do better for you? Tell me what math class is like for you.*

I prefer human interactions when I gather feedback. A strategy that worked in my Garden was to stand in a circle so we are all equal, and I invite them to step forward if a statement is true. After most prompts, I invite any student who wants to speak, regardless if they stepped forward or not. *I invite you to step forward if you're enjoying math class . . . if you were frustrated in math class this week . . . if you don't feel like you can be successful in our class . . . if you don't think I'm working hard enough for you . . . if you would like to say something to the class . . . if you've seen someone bullied in our class . . .*

Students step back to the circle after each prompt.

- In particular, seek feedback that will help you repair relationships and break unproductive cycles of story making by *asking for their grace*. In feedback circles, I often ask these questions: *I invite you to step forward if you felt like I was ever rude to you . . . if you felt diminished by me or felt stupid because of something I said . . . if you feel like I owe you an apology for something . . . if there's anything I could do differently for you . . .*

One of the most powerful things we can do is to publicly show our students that we are imperfect and unfinished. When we take explicit ownership over our mistakes, we show our students that we are learners with them.

- Show our students that we are willing to be vulnerable and that we trust them. Two similar strategies that worked for me were “Off-Topic Questions” and “Business, but . . .” I used these prompts frequently in the first month of school as a way to let them express their curiosities about the world around them and also about me. The ground rules are simple:

- You can ask anything you want.
- I promise not to get offended. You won't get in trouble.
- I reserve the right not to answer the question.

For “Off-Topic Questions,” I extend this invitation: *Ask me a question that's been on your mind lately*. After a few weeks of building this practice and developing rapport, I offer “Business, but . . .” as a way to further a culture of vulnerability by inviting questions that are more pointed at me and my lived experience. For example, *Mr. O, it's none of my business, but . . .*

We demonstrate a tremendous amount of trust when we put our students in this position. And it's a way to model for them how safe and inclusive our classrooms can be.



**Record and analyze the words you use with students.** So much of what young people hear are commands and requests. *Do this. Go here. Open up your book. Tell me what you got for 5. No, you can't do that. Be quiet.* This language doesn't put them in the position that honors their sovereignty or their dignity. It is clearly authoritative. *I'm curious what you think about this problem. I invite us to take a quiet moment to think. May I ask you to share your thoughts, Carla? Who would like to share what they got for the last question?* This language puts us in a position where our students are equal to us when it comes to the discourse in the classroom. I invite us to do the following:

- Deeply reflect about the ways we talk to our students and the words we use to move learning forward and guide their behavior. Are we exerting our authority over them? Or are we sharing authority with them?
- Sit in each other's classrooms and scribe the things we say to our students. In lieu of this, turn on your voice recorder on your phone, stick it in your pocket, and listen to it later. When you hear your words, what does it reveal about how you position yourself and your students and how you share authority in the classroom?
- While we're at it, invite a colleague to scribe the questions you ask students and your replies to them. What kind of questions are you asking? Are you funneling them toward answers and completion or are you focusing on their thinking and understanding? Are you listening to students or for answers? Are your questions productive to furthering their math identity and sense of agency? Are your responses advancing their thinking or stopping their thinking?

Deepen your understanding of focusing and funneling questions by reading the "Pose Purposeful Questions" section in NCTM's (2014) *Principles to Action: Ensuring Mathematical Success for All* (pp. 35-41), or reading "Questioning Our Patterns of Questions," an article by Herbel-Eisenmann and Breyfogle (2005). I also recommend watching Max Rey-Riek's short video titled "Why 2 Is Greater Than 4: A Proof by Induction."

- A request, if I may—stop using words like "high" and "low" and all the other damaging language on our professional landscape that seeks to "rank" our students against each other or reduce them to a test score. It's not just dehumanizing to talk about a human being as being "low" or "far below basic"—it's dehumanizing us when we do this. Stop, please. If you find it difficult to come up with more accurate and humanizing language, I understand. The Headwinds have conditioned us for a long time.

**Establish classroom norms with your students, not for your students.** In a content-focused Garden, norms are often established by the teacher. What does it say to our students about the community of learning we are trying to create when we do this? We position ourselves as having all the authority and they have none. *These are the rules, kids. Get used to them.* In a story-focused Garden, norms are established with our students, collaboratively, in a community that shows itself how to share authority. I invite us to do the following:

- Craft our classroom norms with our students, in their language, not ours. And make sure that there's a shared understanding of these norms by continually revisiting them and revising them as necessary.
- Post your norms in a space that is not a "content teaching" space. Spaces have stories—they retain energy. I've learned NOT to post the norms above the front board—that's often the authoritative teacher space. Instead, I started posting them by the classroom door—a space we all equally use.
- Create space for an individual norm (or goal) on your list—something that a student is striving to achieve just for themselves. In my classroom, it was "6" on our norms. *Remember your 6.* I would have them write it on a sticky note and post them up. The sight of those 150+ sticky notes created the explicit visual data that says, *These norms aren't just for all of us, they are for each of us. We are all included in this space.*



Furthering your craft of these actions will require several Campfire Gatherings, and you may find yourselves spending several weeks or even a few months perfecting your craft of these actions together. Here is a sequence of agendas that contain some co-thinking activities to help guide you through this work. The abbreviated agendas have been numbered 6.1, 6.2, 6.3 to help show that they are connected and to help you understand the suggested sequence. You may choose to combine, rearrange, or change these agendas using the template shown above.

### Campfire Gathering 6.1

*Purpose:* To share and appreciate our perspectives on how authority is shared in our classrooms.

At this gathering, you'll each have about 5-7 minutes of uninterrupted time to talk about how authority is shared in your classrooms. Lighthouse Reflection 6 contains several questions (listed below) to help you focus. Be prepared to share your responses in a Mirroring Conversation.

- What does it mean to “share authority” in your own words?
- What actions are you currently taking to share authority with your students?
- Where is your expertise falling short? What does it look like in your Garden when you're not sharing authority?
- What story making is resulting from how authority is shared?
- Who answers student questions in the room? Are you positioned as the answer key and the authority of mathematics? Or are they positioned as being the answer key for each other?
- How are cultural norms established in your classroom? Who enforces those cultural norms?
- How are decisions for learning made in the classroom? Who decides when transitions are made? Who decides when assessments are given?

#### *Co-Thinking Activity:* Mirroring Conversation

Conduct a Mirroring Conversation about your observations and reflections about how authority is being shared in the room.

At the end of the Mirroring Conversation, after you've reflected on everything you have heard, choose an action that will help you change how authority is shared in your classroom. You can all choose the same one or you may choose different ones. You all have the same goal: to elevate student voice in a culture where authority for learning is shared so that you enhance their identity as mathematical doers and foster their sense of agency.

### Campfire Gathering 6.2

*Purpose:* To learn how to elevate student voice by defronting the room and making student thinking visible on vertical, nonpermanent surfaces.

*Co-Thinking Activity:* Do math together and reflect.

For this Gathering, I invite you to choose a rich task from your textbook that has several interesting entry points and pathways to a solution. If you can't find one, I offer you "My Favorite Task" below and invite you to do the mathematics in the task.

For the first 5-10 minutes, spend time individually solving the problem *standing at a dry-erase board* (or other vertical nonpermanent surface like a window). When you're finished with the math, come back to the center of the classroom space and look around at the walls and reflect:

- What do we see from this vantage in the room?
- If this were student work, how could we use this to facilitate conversation? Which work would you select? How would you sequence it? What mathematical ideas would you want your students to focus on and talk about?
- How might teaching from the center of the room enable you to share authority with your students in ways that standing at the front of the room may not?
- Walk around and take a tour of your work. Pause at each solution. Practice asking questions that you could ask students to help further their thinking.

### Campfire Gathering 6.3

*Purpose:* To support each other as we refine our craft.

*Co-Thinking Activity:* Reflect together on what you see.

After you've had a chance to Seek Vantage and watch these instructional routines in each other's classroom, I invite you to have a conversation about the following questions:

- What successes are we seeing? What nourishing data tells us that our students see themselves as empowered thinkers?
- What missed opportunities do we see?
- To what degree are student voices elevated in a culture where authority is shared?
- To what degree are students' identities enhanced in ways that foster their internal sense of agency?
- What are some actions we could take to do more for our students when it comes to achieving more productive and equitable outcomes in our classrooms?

## My Favorite Task

I'd like to offer you My Favorite Task, a 3-Act task called "Tomato Tomato" by Graham Fletcher. If you don't know what a 3-Act task is, this is one of the best introductions I can offer you. I offer you this task as something you can use in your agendas for Campfire Gathering 6 above.

I've taught this task over a dozen times now—with elementary, middle, and high school students—and with their teachers. The learning experiences look different depending on the audience. That's why it's My Favorite Task—it can be used in so many contexts. My favorite context is in fifth grade—after they've developed some skills thinking about and working with decimals and before students have been introduced to decimal division procedures. I invite you to think about how this task might look in your classroom with your students—even if you teach K-2. There's math stuff in here for all of us to use no matter what Garden you've created.

I invite you to do the following:

- ▶ Search "Graham Fletcher Tomato-Tomato" and watch the Act One and Act Three videos.
- ▶ Anticipate student responses. Do the mathematics in this task on your own and seek as many different solutions as you can. Then share your solutions *together* as learners—go deep with the mathematics.

I won't list the dozen or so solution strategies I have seen over the years. I'll leave the joy of discovering them to you. The mathematical answer is 6.222 . . . Graham rounds this answer to 6.2 in his "Act Three" video, an appropriate answer for most upper elementary school students. I've seen fourth and fifth graders who are familiar with the long division algorithm "discover" repeating decimals with this problem. For early elementary school students, "more than 6, but less than 7" or "more than 6 but less than 6 and a half" may be appropriate responses.

- ▶ Enrich your understanding of 3-Act math tasks by visiting [sfusdmath.org/3-act-tasks.html](https://sfusdmath.org/3-act-tasks.html).
- ▶ Expand your potential at facilitating mathematical discussion by visiting [sfusdmath.org/5-practices-for-orchestrating-productive-math-discussions.html](https://sfusdmath.org/5-practices-for-orchestrating-productive-math-discussions.html). These practices are based on the work of Margaret Smith and Mary Kay Stein.
- ▶ Role-play this activity with your colleagues. One person facilitates the lesson, others play the role as students. Rotate roles and do it again.
- ▶ Observe each other's classrooms as you teach this lesson, adjusting the focus of the lesson depending on your audience.

## My Favorite Task

*Teaching Note:* Because I often teach this lesson to learners I've just met, I usually establish a process-oriented learning objective to focus student learning. Some generic ones are as follows:

- *I'm really curious to hear how you make sense of this problem as you share your thinking with each other today.*
- *I'm curious to see how many different ways you can solve this problem and hear you talk about your solutions.*

Display this picture on a whiteboard.



Photo courtesy of Graham Fletcher

*Teacher:* I invite you to look at this picture and take a moment to ask yourself: What math questions could we ask about this situation?

Student responses: How many little bottles will fill up the big bottle? How many little bottles can you fill with the big bottle?

*Teaching Note:* Depending on my focus and the audience, I may ask, *Are these questions the same? How are these questions the same? How are they different?* Conceptually, the first question is an addition/multiplication scenario, and the second question is a subtraction/division scenario. Both questions have the same answer, but it's an interesting way to get middle and high school students (and their teachers) to think more deeply about some simple ideas that expand what they already know.

*Teacher:* What information would be helpful to answer these questions?

Student responses: Size of the big bottle. Size of the small bottle.

*Teaching Note:* I often push thinking here about "size." *What do we mean by size? What are different ways we could measure the sizes of these bottles?* Volume is the most common answer, but students come up with many more.

Depending on the mathematics I want to focus on, I choose to offer students one of the following options: Big bottle is 14 ounces and small bottle is 2.25 ounces. Or, big bottle is 397 grams and small bottle is 64 grams. I usually write these numbers directly onto the whiteboard. For younger students, I've used the quantities "31 servings" and "5 servings" for the relative bottle sizes. These numbers are more familiar and manageable and yield a similar solution.

It's important to note that the units given are *weights*, not volumes. This fact often gets overlooked, and it can be worth discussing.

*Teacher: If you think you have all the information you need, let's see what we can figure out!*

Students have 10-30 minutes of work time.

*Teaching Note:* At this point, I'm following the steps in "The 5 Practices for Orchestrating Productive Mathematics Discussions" found at the 3-Act Math Tasks website listed above. I walk around the room and monitor student thinking. I'm looking for evidence of student work that will be useful for class conversation later. What I look for and what I choose depend greatly on my focus. I'm thinking about how I will sequence the work to draw out the connections I want students to make.

If, after 5-10 minutes, student thinking is stalling or too many students are stuck, I will select some partial student solutions, have them talk about what they see, and then let them continue to work. My purpose is to show them that they are capable of getting themselves unstuck.

*Teacher: I really appreciate all the effort you've put into thinking about this problem. There's so many interesting things to talk about. Let's start sharing the solutions we figured out to see what we can learn from each other. I invite us to take a look at what these mathematicians did . . . What approach did they take? How are these solutions the same? Different? Which solution makes the most sense to you and why? Why does this solution work? What appears to be an answer we might be agreeing on? Why might this answer not be accurate? What other variables might we want to consider? How confident are we in this answer and why?*

*Teaching Note:* As much as possible, I'm displaying student work that I have selected and sequenced in a way to focus on the content I'm trying to make explicit to students.

Once learning has been maximized, I show the Act Three video that reveals the answer.

*Teaching Note:* Expect a lot of wondering about why it's water and not ketchup in the Act Three video. I honor that wondering by asking, *Why do you think he did that? Does that affect the accuracy of the answer? Why or why not?*

*Teacher:* I always give students some time to synthesize what they're learning—not just on content, but on their math story as well. I usually give students a moment of quiet think time to ponder one or two of the following prompts. After the quiet think time, I invite students to share with the class.

- *What have you learned about yourself as a math student today?*
- *What is something you learned about mathematics today?*
- *What is something another student taught you today?*
- *Who helped you learn mathematics today?*
- *What math mistakes did you make today and what did you learn from them?*

High fives. End of lesson.

*Source:* Adapted from Graham Fletcher "Tomato-Tomato." <https://gfletchy.com/tomato-tomato/>



# CAMPFIRE GATHERING 7 (FROM INTERLUDE 10): SUGGESTED AGENDAS TO FURTHER YOUR CRAFT OF KEEPING MATH STORIES UNFINISHED



Some of your students will always come in with gaps in their understanding—their math stories will always be imperfect. And some of your students will always come in with damaged math stories—they don't identify as being capable learners and act accordingly. Our job is to do something about it so that their math stories stay unfinished. Interlude 10 contains invitations to reflect and make sure that you are holding yourselves to high expectations to ensure that each and every student has the opportunity to meet the mathematical goals.

These agendas contain prompts that aren't really "sandwich" questions. Answering them authentically will require a lot of vulnerability. Give yourself grace. And when it comes to sharing your responses in *Mirroring Conversations*, make sure you're giving each other the grace we need so we can be authentic and courageous.

*Note:* Unlike the agendas for Campfire Gatherings 5 and 6 that had a suggested order, these agendas are independent of one another and can be conducted in any order.

## Campfire Gathering 7 (Option A)

*Purpose:* To reflect on how we establish learning objectives in our lessons and examine our actions from the students' perspective.

Before this Gathering, reflect on your actions and how you establish learning objectives. Ask yourself, do your actions

- position your students, individually and collectively, as mathematically capable?
- enhance student identity in ways that foster their internal sense of agency?
- elevate student voice in a culture where authority is shared?
- value the unique lived experience and the multiple contributions your students have to offer?

*Co-Thinking Activity:* Reflect together and test your beliefs and question your actions.

Take turns sharing and discussing your reflections by asking yourselves the following:

- What math stories are being authored as a result of our choices establishing our learning objectives?
- What actions might be more productive to achieving your vision of equity?

At the end of the conversation, choose one of the actions listed in Interludes 8 and 9 as a way to change the way you establish your learning objectives with your students. Anne (from Chapter 8) and Ms. Lux (from Chapter 10) might serve as a useful model for you.

Spend time watching each other make this shift and continue to reflect on your progress and seek ways to refine your craft in future agendas.



## Campfire Gathering 7 (Option B)

*Purpose:* To reflect deeply on our beliefs about our classroom culture, student behavior, and why math class isn't working for some of our students.

At this gathering, you'll each have about 5-7 minutes of uninterrupted time to share and reflect on your beliefs about your Dump and why math class isn't working for some of your students. Be prepared to share your responses in a Mirroring Conversation.

When you look at your Dump and where your expertise is falling short, ask yourself honestly:

- In what ways might I blame my students for their deficits and see them only for what they can't do? In what ways might I be able to do more to position all of my students in ways that I can reveal and elevate their brilliance?
- Do my classroom norms for participation effectively position each and every student as a competent mathematics thinker and doer? Who might feel diminished in math class and what can I do to elevate their voice more?
- Who might be feeling excluded in my classroom environment? What academic or social biases might be inhibiting my ability to promote learning mathematics as just, equitable, and inclusive for all my learners?

*Co-Thinking Activity:* Mirroring Conversation

Conduct a mirroring conversation about your observations and reflections about how authority is being shared in the room.

At the end of the Mirroring Conversation, after you've reflected on everything you have heard, choose an action from Figure 11.1: A Crosswalk of Equitable Teaching Practices. You can all choose the same one or you may choose different ones. You all have the same goal: to create a classroom culture based on the Four Equity Actions (Figure 9.1):

1. Position our students, individually and collectively, as mathematically capable.
2. Enhance student identities in ways that foster their internal sense of agency.
3. Elevate student voices—their individual and collective agency—in a culture where authority is shared.
4. Value the multiple contributions our students have to offer from their unique lived experiences.

## Campfire Gathering 7 (Option C)

*Purpose:* To reflect deeply on our beliefs about grades, assessments, and the feedback we give to students.

Before this Gathering, reflect on the questions below:

- What feedback do I currently give to my students when I evaluate their work? Why do I give this feedback? Does the feedback productively further student learning or does the feedback stop student learning? When I hand back work I've evaluated, what data are students seeing and valuing? Are they looking at the grade or are they looking at my invitations to revisit and learn from their mistakes?
- Do your moments of teaching and learning look different from your moments of assessing? If so, why? Are you creating a "testing culture" where students get to learn in groups and talk to each other but have to work alone and silently when it comes to tests? What might you gain if your moments of assessments looked more like moments of student learning?
- What are your current beliefs and actions when it comes to calculating and reporting student grades? What kind of relationships does your "grading system" create in your classroom culture? Do students seek a "good grade" or "credit" for their work from you? Or are they learning mathematics because they seek to understand and to engage in thinking with each other?
- What might you gain by teaching students to assess themselves and to evaluate each other's work? How might this shift the culture in your classroom and your relationships with your students?

*Co-Thinking Activity:* Reflect together and test your beliefs and question your actions.

Take turns sharing and discussing your reflections by asking yourselves the following:

- In what ways does the feedback we give to our students enhance and enrich their relationships with mathematics? What actions should we keep doing because they are productive to furthering the math stories of our students?
- In what ways does the feedback we give to our students erode and diminish their relationship with mathematics? What actions might we consider stopping because they are unproductive to furthering the math stories of our students?
- When we focus on what we really value and our visions of equity, what changes might we want to consider about what feedback we give and how we evaluate student work? What can we do to ensure that the feedback we are giving them is empowering them to keep their math story unfinished?

## INVITATIONS FOR THE JOURNEY AHEAD

Here are a few more invitations to action that you might want to consider and talk about in your Campfire Gatherings as you look at the journey ahead.

I hope that you consider inviting others on this journey as you keep taking this journey yourself. Share your learning with others and be open to having your mind changed by them. As we spread the word about our empowering and rewarding culture of professionalism, I hope that more and more teachers of mathematics will find more flourishing in their work. And as more of us begin to embody a story-focused mindset toward our teaching, we will begin to repair and rehabilitate our cultural relationship with mathematics because we have succeeded in keeping the math stories of our students fulfilling enough that they remain unfinished.

I invite us to always focus on what matters most to us as teachers by continually asking ourselves and each other the following questions:

- What do we want our teaching legacy to be?
- How do we want to be remembered by the students we teach?
- What do we want our cultural relationship with mathematics to be?

I invite us to continue shifting our vantage by extending our practice of seeing math class from multiple student perspectives. Consider the following:

- Teaching each other's students so you can create space for you to see your own students learn mathematics from someone else.
- Co-planning and co-teaching a lesson together and reflecting on what you see.
- Working with a coach and conducting a more formal lesson study cycle.
- Seeing more math classes. One of my deepest regrets as a high school math teacher is that I never spent time in elementary and middle school classrooms while I was teaching full-time. I would've learned so much and seen the myriad of ways that I could improve my craft. I strongly ask that you consider traveling to another school site and start looking at math classrooms at multiple grade levels and at schools with different student demographics. I promise you, we all have something to learn from each other. The experience will be profound.

I invite you to improve and add to the Facilitation Guide by sharing your learning with others.

- How might we improve the agendas in Part 2? What more could be done to make those prompts more useful to us? What prompts could we add?
- What other listening strategies and discourse activities could be added to our toolbox in addition to the ones offered here?
- What more could be added (or taken away) to make the facilitation of these agendas more feasible for you?

I invite you to continue to monitor and observe the relationships and story making that is happening in your classrooms by asking yourselves the following:

- How is our relationship with our teaching practice? What do we need from each other to foster and sustain our sense of professional flourishing?
- How are students relating to mathematics? What math story are they forming?
- How are students relating to each other? How are they positioned to be active partners in each other's learning?
- How are students relating to us—individually and collectively? How do they see us in our position as their teacher?
- How are we relating to mathematics? How are we showing our students that we are learners too?