

FRAN DICKINSON: I've been working on...focusing on multiple representations with my...in particular my sixth grade learners because they're getting ready to move on -- some of them will go on to algebra or pre-algebra in seventh grade, um, continuing on with pre-algebra. So just learning how powerful being able to represent a function in many different ways was, um, really enlightening to me. And that's happened within the last couple of years that I've stumbled upon a couple of great books that I've been reading about, those types of strategies. Um, so that's kind of where I am at right now as far as what I'm learning about.

HILLARY LEWIS-WOLFSEN: I'm working on a couple of things. One thing outside my classroom is, um, spreading lesson study at our site because it's really new in my district -- and so starting at my site, just working on lesson study and how to do that. And then within my classroom we have a new textbook adoption and how to use that with what I know to be...well, good math teaching and how to use the tools that the district is wanting me to use, um, to teach the kids the best I can.

CECILIO DIMAS: I think we're also, um, I'm similar with Fran as far as working with multiple representation. That's a big focus in my school system right now, um, working with all of the different multiple representations. And then as a department we're working on lesson study -- this is another year that we've been working on it. And I feel that, um, participating in lesson study and participating in creating re-engagement lessons has a really been a valuable tool for me and experience for me as a classroom teacher, because it's encouraged me and actually requires you to reflect upon your teaching, and the resources that you're using. Um, but as an individual teacher I think one of the things I'm working on is just continuously focusing on "Am I digging deep enough with my students...with what I'm presenting, what I'm teaching, what I'm asking?" And really trying to be present when a student is asking a question or when I'm reviewing student work. Like, truly...besides looking at it -- is it right or wrong? Why is it wrong? And even if they have the correct answer, what evidence do they have to support that correct answer? And so just really looking deeply at what's being presented is something that I'm working on.

ANTOINETTE VILLARIN: I agree. I'm focusing this year a lot more on, like, the justification and the proof, like, why does your answer work? Um, and multiple strategies. So kind of like multiple representations, but is there a second way that you can solve it and why does your second way work? So that's one thing that I'm hoping to focus on. Um, and then every year I continually try to work on discourse because I just like it when they learn to talk about math, because I think that's where a lot of learning happens.