

Classroom Norms

Not Helpful	Instead
Only one way to do this problem	<ul style="list-style-type: none"> • We have time to think about a problem to figure out our own approach. • We are curious to see multiple approaches to a problem.
Class goes too fast	<ul style="list-style-type: none"> • Questions are valued. • New ideas are shared many times in many ways. • There are many resources that I can use to review definitions and procedures. • There are frequent and varied ways to confirm students' current understanding.
Answers are given but the process is not	<ul style="list-style-type: none"> • We communicate our thinking. • Our solutions include our reasoning, strategies and verification techniques.
Mocking, Shaming, or being put-down when I have a question or need time to think or process	<ul style="list-style-type: none"> • We value each individual in the class. • We celebrate the diversity of thinking. • We use "I statements"
Classmates or teacher being Hypercritical	<ul style="list-style-type: none"> • We pause before speaking. • We assume positive intentions • We are curious about how we each think • We participate positively to group tasks • The teacher frequently checks in with students 'understanding' with respectful strategies
Being scolded for having the wrong answer	<ul style="list-style-type: none"> • We accept mistakes as a chance to grow and learn. • My instructor and classmates treat me with respect.
Lecture, Lecture... On and On	<ul style="list-style-type: none"> • In class there is a high level of interaction between teachers and students. • Students engage in hands-on learning in class.
I don't ask questions when I have them	<ul style="list-style-type: none"> • We take responsibility for our own learning. • We ask questions when we do not understand. • We make time to think deeply about new ideas.

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Unclear expectations for my work	<ul style="list-style-type: none"> • I get to learn about the expectations of the instructor by seeing examples of completed work. • Grading schemes and rubrics for evaluation are public and transparent
Changing test dates and targets	<ul style="list-style-type: none"> • We respect the deadlines for projects and tests. • We plan other events in our life so that we can be prepared for tests dates and have time to do thorough work on projects.
No chance to practice in class with classmates	<ul style="list-style-type: none"> • We do math during class. • In class we have the opportunity to practice communicating with our classmates using mathematical language and symbols.
Fighting and abusive language	<ul style="list-style-type: none"> • We use language like, “ I wonder,;” I am curious,; “ I would like to know more about how you think about this problem. “
Pop Quiz or being singled out to present to class.	<ul style="list-style-type: none"> • We are given the choice to present our work. • We can ask for help and support when we are presenting our ideas.
Expecting perfection right away	<ul style="list-style-type: none"> • We value the learning that comes from our initial mistakes. • We are given a protocol to learn from our mistakes and demonstrate our current understanding.
People shout out answers	<ul style="list-style-type: none"> • We self-monitor. When we know the answer to a problem, we are then curious to know about other ways to think about the problem. • We do not tell other people the answer before they have had time to think the problem through themselves.
50 of the same problems for Homework	<ul style="list-style-type: none"> • The instructors use their knowledge of mathematics to provide us with deliberate practice that allows us to deepen and refine our mathematical understanding. • Homework and projects are relevant and support our learning.