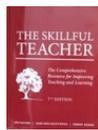


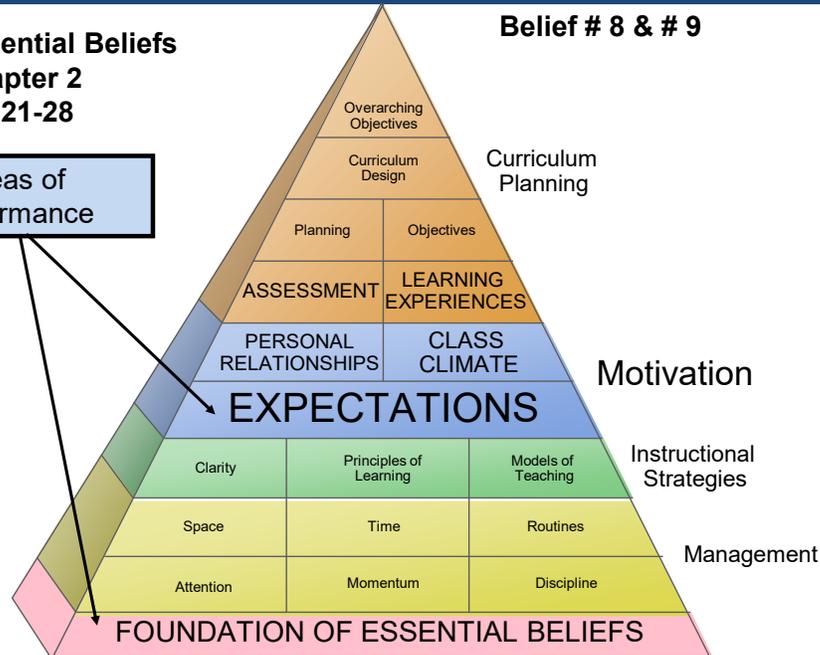
HIGH EXPECTATIONS TEACHING



Essential Beliefs
Chapter 2
pp. 21-28

Belief # 8 & # 9

Areas of
Performance



FOCUS QUESTIONS



1. How do **our beliefs about ability influence our behavior, the messages we send** to students about their intellectual capacity, and our effectiveness in communicating high expectations to all students?
2. How do **students' beliefs influence their motivation to work hard** and their confidence that they can achieve at high levels?
3. What are the meaning and significance of **standards and expectations**? How does each impact the learning environment we create?

FOCUS QUESTIONS



4. How can we **teach students to exert their effort effectively**?
5. How do **students come to know what is expected** of them ... or, what is important?
6. What **opportunities can we seize daily to influence** student confidence and conviction that they have plenty of ability to learn?

MOTIVATION

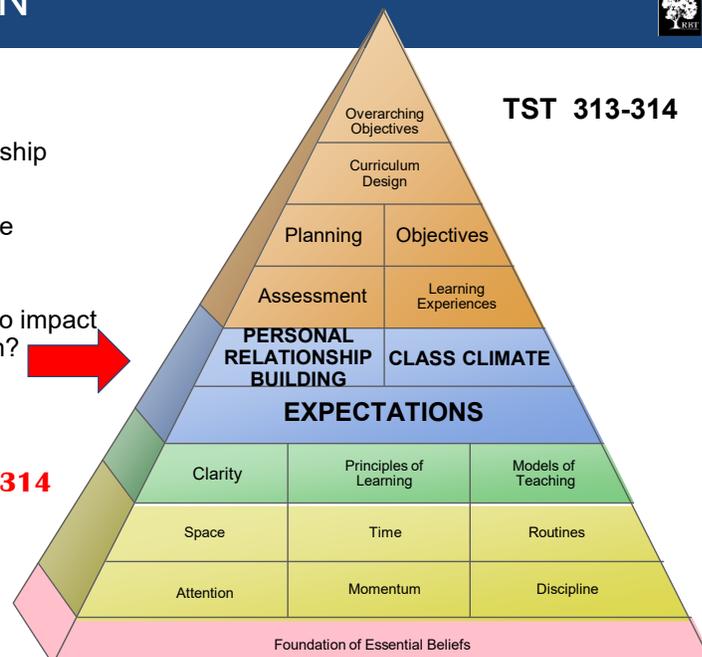


How do ...

- Personal Relationship Building
- Classroom Climate
- Expectations
- ... work together to impact student motivation?



Read TST pp. 313-314



KEY EXPECTATIONS MESSAGES



This is important.

You can do it.

I won't give up on you.

HISTORY OF INTELLIGENCE IN THE USA Part 1

Waves of Immigration

- 1 million a year
- 1 new high school per day
- 58% of students in 37 largest cities by 1909 are immigrants.

Industrial Revolution

- Rapid transition from agrarian society to industrial society
- Need to sort people for new differentiated jobs
- Waves of immigrants to be sorted

Scientific Management

- Taylorism/Efficiency
- Behavior can be measured.
- Measurement of intelligence can be used to design appropriate educational environments.

Social Darwinism

- Herbert Spencer
- Match for American value of individualism
- "Survival of the fittest" applied to hierarchies in human groups
- The "better people" will rise because they are "better"

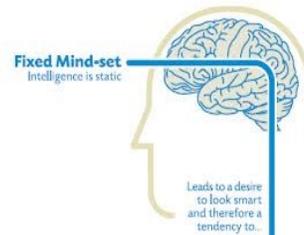
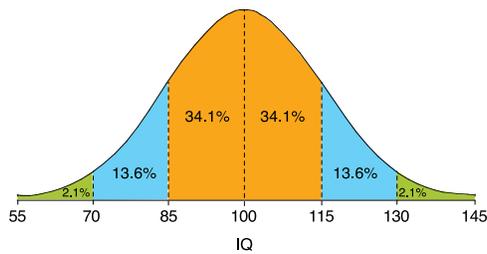
Concept of "INTELIGENCE"

BELIEF # 1 FIXED MINDSET TST 323

Intelligence is a “thing,” an entity that is **fixed and unequally distributed**, and is responsible for one’s success and one’s failure.

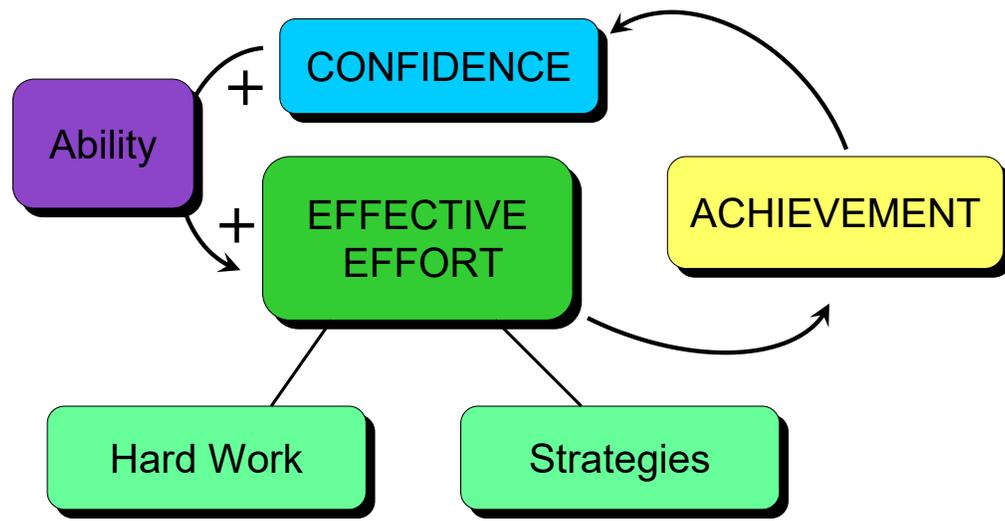
Every **task** is viewed as an **evaluation** of one’s innate ability in a direct, causative way.

Effort and difficulty make you feel dumb.



See: Carol S. Dweck. 2000. *Self-Theories: Their Role in Motivation, Personality, and Development*. Philadelphia: Psychology Press.
Richard J. Herrnstein and Charles Murray. 1994. *The Bell Curve: Intelligence and Class Structure in American Life*. New York: Free Press.

BELIEF # 2 EFFORT- BASED ABILITY TST 324



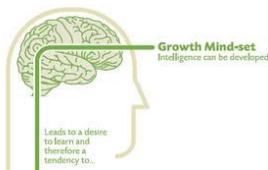
BELIEF #2 EFFORT-BASED ABILITY



Intelligence **is not fixed**;

Intelligence is **built incrementally** through (effective)**effort** and the use of feedback from the environment.

It grows and is **influenced by expectations, confidence, and effective effort.**

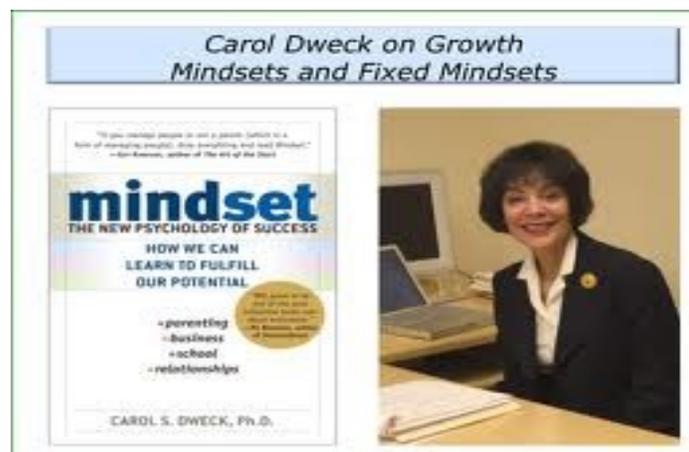


See: Carol S. Dweck. 2000. *Self-Theories: Their Role in Motivation, Personality, and Development*. Philadelphia: Psychology Press.
 Richard J. Herrnstein and Charles Murray. 1994. *The Bell Curve: Intelligence and Class Structure in American Life*. New York: Free Press.
 Jeff Howard, You Can't Get There From Here: The Need for a New Logic in Education Reform, *Daedalus*, vol. 124, no. 4 (Spring 1995), pp. 85-82.
 David Perkins. 1995. *Outsmarting IQ: The Emerging Science of Learnable Intelligence*. New York: Free Press.

Beliefs and Cultural Proficiency

9

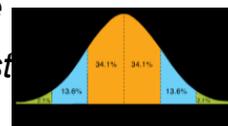
MINDSETS



MINDSETS & GOAL ORIENTATIONS

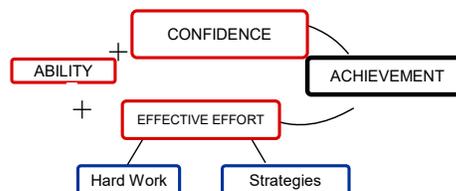
Fixed Mindset thinkers have a **performance goal** orientation:

- *Intelligence is responsible for success or failure*
- *Goal is to look smart at all times - and at all cost*



Growth Mindset thinkers have a **learning goal** orientation:

- *Intelligence is built incrementally through effort and use of feedback*
- *Goal is to learn something new*



Predict how each mindset might respond to these situations...

| | Fixed Mindset | Growth Mindset |
|----------------------------------|---------------|----------------|
| Taking on Challenges | | |
| Learning from Mistakes | | |
| Accepting Feedback & Criticism | | |
| Practice and Applying Strategies | | |
| Perseverance (focus on task) | | |
| Asking Questions | | |
| Taking Risks | | |

Fixed Mixed Growth Mindsets

B-

Please read and reflect on differences among these three mindsets. As you do, think about specific students whom you are teaching this year and the behaviors they exhibit. What mindsets would you ascribe to them, based on their words and actions?

And what mindset(s) would you ascribe to yourself? Be honest. You won't be asked to report out.

GROWTH MINDSET



The Power of Belief in Mindsets

Eduardo Briceno
Co-Founder & CEO
Mindset Works

<https://www.youtube.com/watch?v=pN34FNbOKXc>

Paired Verbal Fluency - Summary



Paired Verbal Fluency

Establish partners. Determine who will be Person A and who Person B.

Round 1: Person A: 45 seconds
Person B: 45 seconds.

Round 2: Person A: 30 seconds
Person B: 30 seconds.

Round 3: Person A: 15 seconds
Person B: 15 seconds.



1. How do our **beliefs about ability influence our behavior, the messages we send** to students about their intellectual capacity, and our effectiveness in communicating high expectations to all students?
2. How do **students' beliefs influence their motivation to work hard** and their confidence that they can achieve at high levels?

15

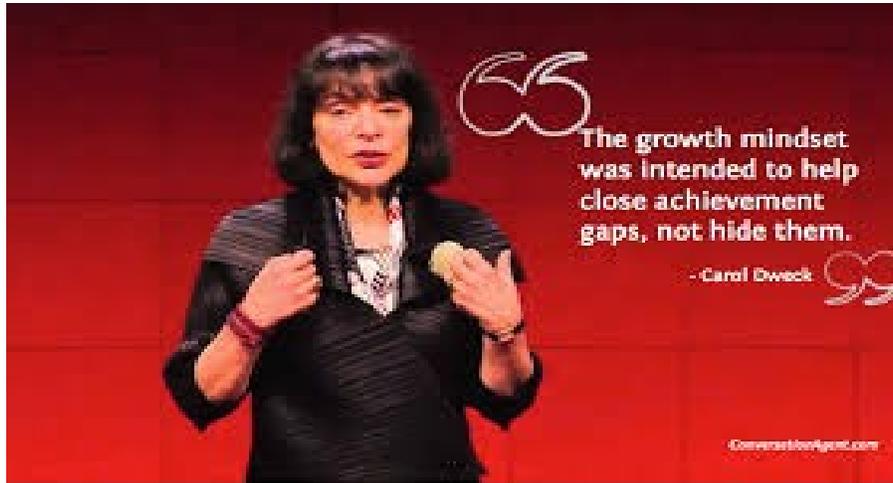
SILENT WRITING

3 minutes



16

Carol Dweck Revisits the “Growth Mindset”



17



Attribution Theory



Bernard Weiner
Theories of Motivation
1972

18

ATTRIBUTION THEORY



is concerned with the **explanations we give ourselves** when we succeed for why we succeeded and when we fail for why we have failed.”

Source: John Saphier, Mary Ann Haley-Speca, and Robert Gower. 2008. *The Skillful Teacher*, 6th ed. Acton, MA: Research for Better Teaching, p. 271

19

ACTIVATOR: BRAINSTORM AND RECORD #1



When students struggle — or do not do well with a task they attempt (e.g., homework, math problems, written work, quiz or test), what are some of the **explanations they give** for their struggle or lack of success?

Record a few examples on post-it notes



20

ACTIVATOR: BRAINSTORM AND RECORD #2



When students do well with a task they attempt (e.g., homework, math problems, written work, quiz or test), what are some of the explanations they give for their success?

Record a few examples on post-it notes.



21

ATTRIBUTION THEORY



Bernard Weiner
Theories of
Motivation
1972

| | Internal | External |
|---------------------|----------|-----------------|
| Constant (Stable) | Ability | Task Difficulty |
| Variable (Unstable) | Effort | Luck |

Source: Based on the work of Bernard Weiner: Bernard Weiner. 1972. *Theories of Motivation: From Mechanism to Cognition*. Chicago: Markham. Bernard Weiner. 1974. *Achievement Motivation and Attribution Theory*. Morristown, NJ: General Learning Press. Used with permission of Bernard Weiner.

22

LABELING ATTRIBUTIONS



SUCCESS

Effort

- I studied with a friend.
- I got help from my parents.
- I reviewed my notes.

Ability

- I'm smart.
- I'm good at _____.

Task Difficulty

- The test was easy.

Luck

- I was just lucky.
- I guess this teacher likes me.

FAILURE

Effort

- I didn't study enough.
- I didn't review my notes.
- I forgot to take my notes / book home.

Ability

- I can't do _____.
- I'm bad at _____.

Task Difficulty

- The test was too hard.

Luck

- I got the wrong teacher for how I learn.
- You win some ... you lose some.

23

LABELING ATTRIBUTIONS



At your tables...

- **label** each of your student responses according to their attribution.

- A — Ability
- E — Effort
- T — Task difficulty
- L — Luck

| | |
|---------|--------------------|
| Ability | Task Difficulty |
| Effort | Luck |

24

ATTRIBUTION THEORY

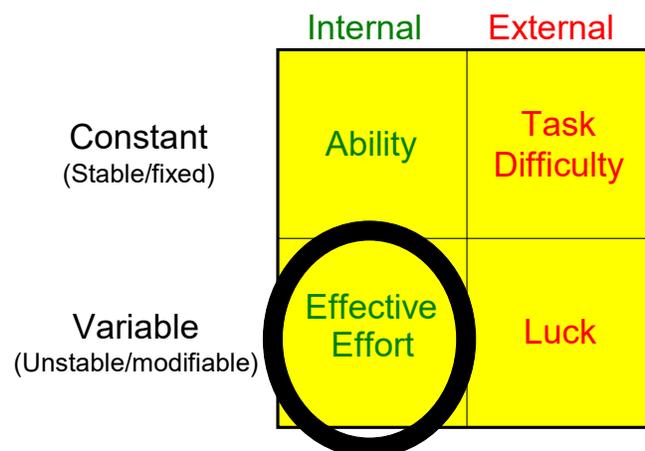


Our perceptions of the causes, rather than reality, **are critical** because they influence our...

- ❖ self-concept
- ❖ expectations for future situations
- ❖ feelings of power and efficacy
- ❖ subsequent motivation to put forth effort

25

ATTRIBUTION THEORY



Source: Based on the work of Bernard Weiner: Bernard Weiner. 1972. *Theories of Motivation: From Mechanism to Cognition*. Chicago: Markham. Bernard Weiner. 1974. *Achievement Motivation and Attribution Theory*. Morristown, NJ: General Learning Press. Used with permission of Bernard Weiner.

26

ATTRIBUTION THEORY



“ *If I believe I have ability and can achieve success with effort, I have a positive self-concept as a student. If I believe that no matter how hard I try, I will not be successful, my impression of my ability and my self-concept suffers. If I believe my “A” was the result of teacher indulgence or luck, my self-esteem is not enhanced. Pride results from accomplishment only when we attribute that accomplishment to ability or effort. Everyone enjoys an excellent meal, but only the cook can take pride in it.* **”**

— Madeline Hunter

27

ATTRIBUTION THEORY



“People pretend not to like grapes when the vines are too high for them to reach.”

Marguerite de Navarre

(queen consort of King Henry II of Navarre, 1492 – 1549)

28

MINDSETS & BELIEFS



Life-Limiting Beliefs

1. Mistakes are a sign of weakness
2. Speed is what counts: faster is smarter.
3. Good students can do it by themselves.
4. Inborn intelligence is the determining factor of success.
5. Only the few bright can achieve at a high level.

Life-Liberating Beliefs

1. Mistakes help one learn.
2. You are not supposed to understand everything the first time around...or understand it through just one way.
3. Good students work together with others, ask for help, and use feedback to get smarter.
4. Consistent effort and effective strategies are the main determinants of success.
5. Everyone, not just the fastest and most competent now, is capable of high achievement

Processing... Please Wait





Attribution Retraining to Develop Students' Growth Mindsets



31

ATTRIBUTION RETRAINING



Attribution retraining...

means getting students to change their explanations for success and failure away from factors over which they have little control (luck, task difficulty, and innate ability) to the factor over which they have the greatest control: effort.

ATTRIBUTION RETRAINING



Attribution retraining involves...

1. **Language:** Consciously use incremental/effort-based belief language and avoid entity belief language. Teach students the “language” of attribution theory.
2. **Data:** Listening to students and observing their behaviors to uncover what they currently believe about the causes of their successes and failures.
3. **Teaching about effective effort:** Explicitly teach the components of effective effort.



Watch your language!



Watch your language!



Watch your language!



Good _____!



Watch your language!



Don't worry; it's _____.

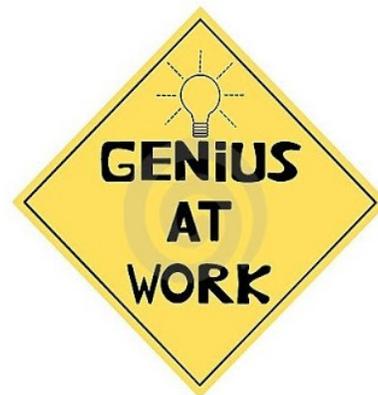


37

Watch your language!



You did a great job!
You're so _____.

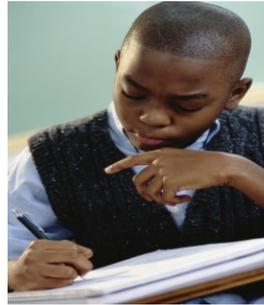


38

Watch your language!



“Just do your best.”



39

ATTRIBUTION RETRAINING



Attribution retraining involves...

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2. **Data:** Listening to students and observing their behaviors to uncover what they currently believe about the causes of their successes and failures.
3. **Teaching about effective effort: Explicitly teach the components of effective effort.**

FOCUS QUESTIONS

4. How can we **teach students to exert their effort effectively**?
5. How do **students come to know what is expected** of them ... or, what is important?
6. What **opportunities can we seize daily to influence** student confidence and conviction that they have plenty of ability to learn?

EFFECTIVE EFFORT

Working hard and using learning strategies deliberately to “get smarter” at important knowledge and skills.





Effective Effort is...

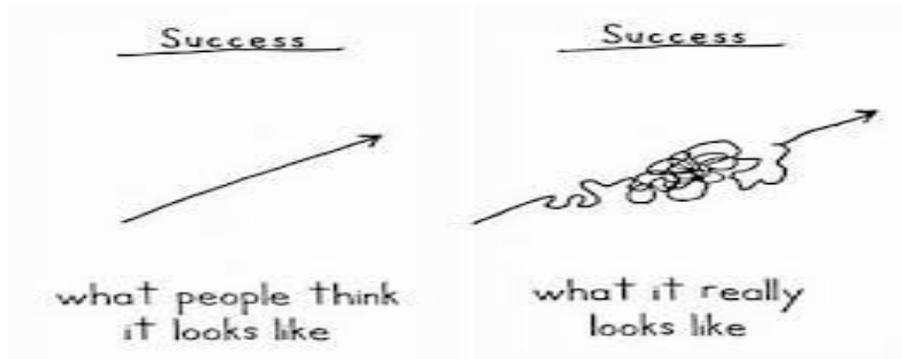
Working hard and **using learning strategies** deliberately to “get smarter” at important knowledge and skills.

ELEMENTS OF EFFECTIVE EFFORT

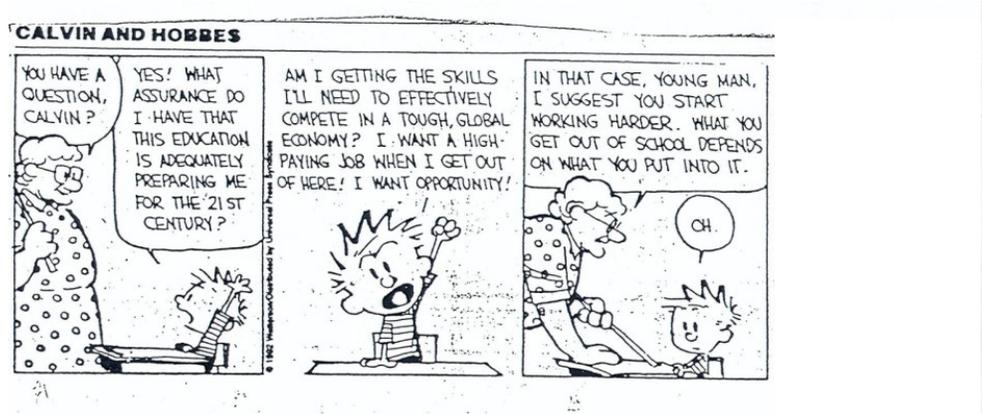
| | |
|--|---|
| <p>Time</p> <p>A willingness to spend the time needed to finish the job well</p> | <p>Focus</p> <p>Concentrating only on the work; no TV or other distractions</p> |
| <p>Persistence/Strategies</p> <p>If one strategy isn't working, trying different ones until one works</p> | <p>Resourcefulness</p> <p>Knowing where to go and whom to ask for help when really stuck</p> |
| <p>Use of Feedback</p> <p>Looking carefully at responses to work to know exactly what to fix</p> | <p>Commitment</p> <p>Being determined to finish and do the very best work</p> |



EFFECTIVE EFFORT



EFFECTIVE EFFORT





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47

FOCUS QUESTIONS

1. How do our **beliefs about ability influence our behavior**, the **messages we send** to students about their intellectual capacity, and our effectiveness in communicating high expectations to all students?
2. How do **students' beliefs influence their motivation to work hard** and their confidence that they can achieve at high levels?
3. What are the meaning and significance of **standards and expectations**? How does each impact learning and the learning environment we create?

NO SECRETS COMMUNICATION



No Secrets – No Secrets About What?

RBT

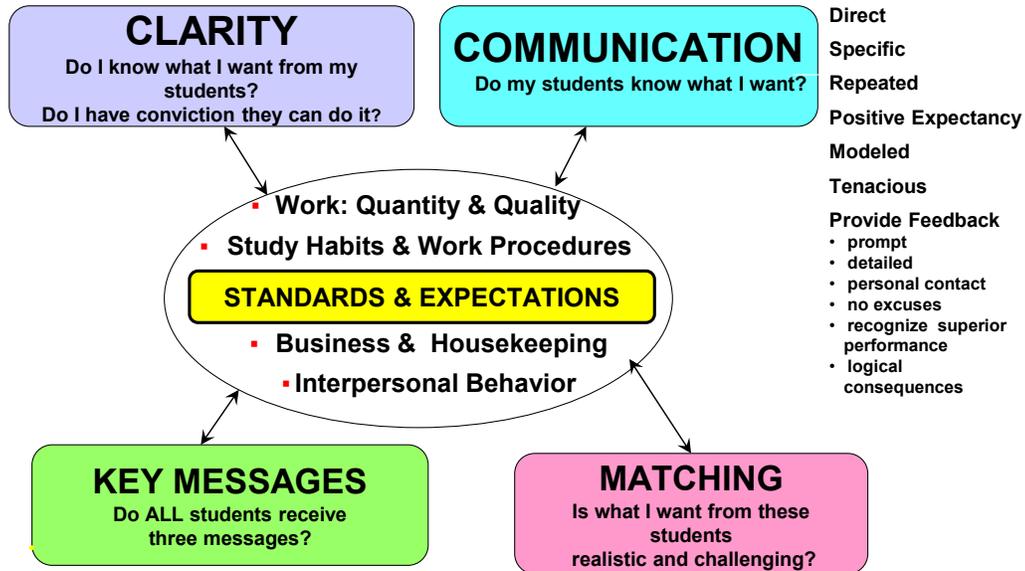
STANDARDS & EXPECTATIONS



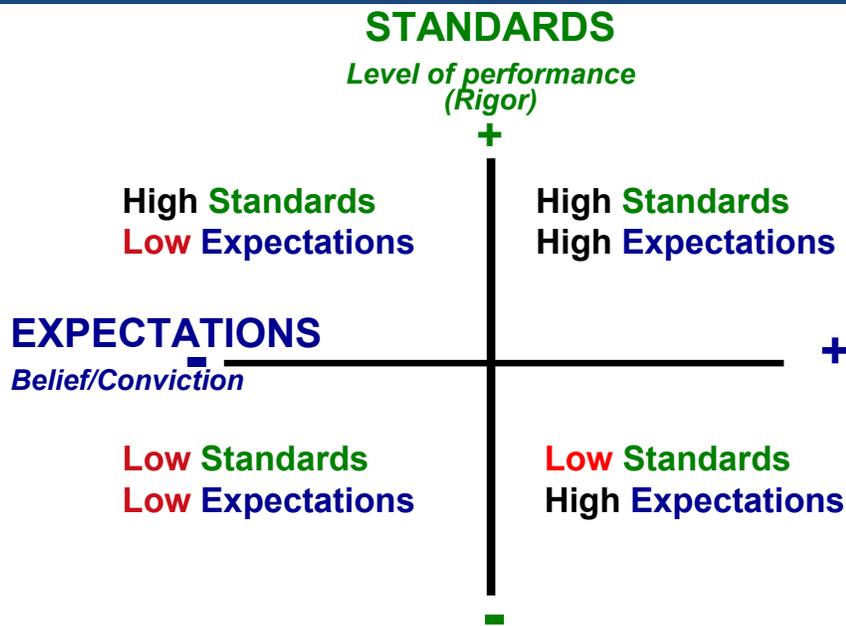
Standard: level of performance we want from students [**No Secrets**]

Expectations: what we think or believe students can/will produce

KEY ISSUES

STANDARDS & EXPECTATIONS TST 328-329

STANDARDS & EXPECTATIONS

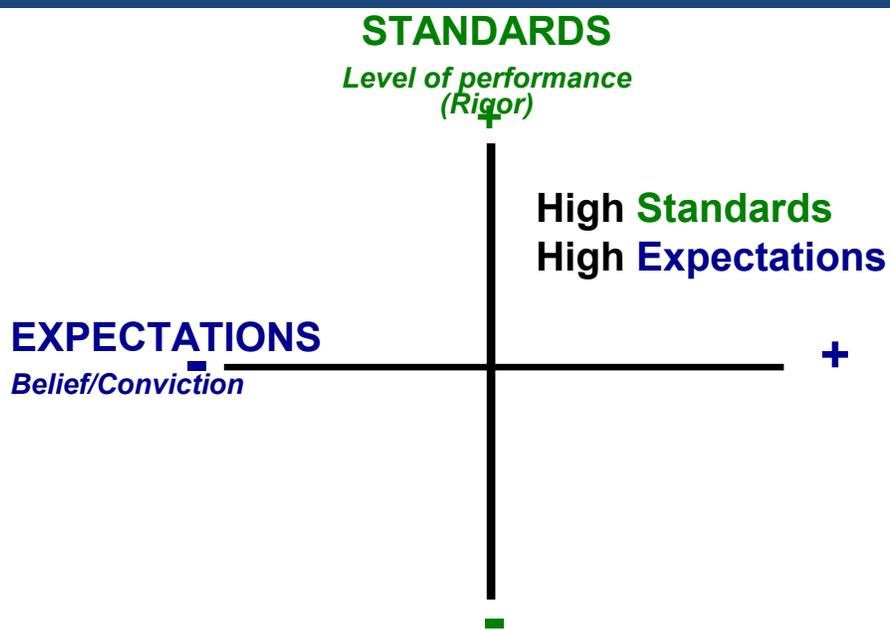


If you were to visit each of these classrooms what would you expect to hear and see re:

1. Calling on students
2. When students ask for help
3. Level of rigor of the work
4. How mistakes are handled
5. Grading practices
6. Retakes and redos on assessments & assignments
7. Unmet expectations



STANDARDS & EXPECTATIONS



STANDARDS & EXPECTATIONS



What messages are students getting about what is important?

Linda Hunt



55

Classroom artifacts Linda shares and explains in this interview:



- Inspirational quotes to connect to math class
- Variables that affect student learning
- “Why are you here?”
- Homework and quiz grades on a line/plot graph
- Ticket out the door: What did you learn this week?
- Models of proofs
- Stem Leaf Plot scores on last quiz
- Model for how to solve quadratic equations
- Plus Delta: things that are going fine; things that need to change (every 3-4 weeks)
- Resources for extra help
- Students assess pace of class with dots (too fast, too slow, just right) along a continuum

Which of these do you see as examples of sending high expectations messages and/or developing or reinforcing the growth mindset?

56

FOCUS QUESTIONS



4. How can we **teach students to exert their effort effectively**?
5. How do **students come to know what is expected** of them ... or, what is important?
6. **What opportunities can we seize daily to influence student confidence and conviction that they have plenty of ability to learn?**

Opportunities we can seize daily...



1. Explicitly teaching students:
Attribution Theory , Brain Research & Effective Effort
2. Everyday interactions with students
 - **10 Arenas of Classroom Life**

10 Arenas of Classroom Life

TST-332

ARENA: a place, structure, setting, or interaction in which regularly recurring events happen and can be observed

1. Calling on students
2. Responding to students' answers and When students don't answer
3. Giving help
4. Changing attitudes towards errors
5. Giving and negotiating tasks and assignments
6. Feedback according to criteria for success
7. Framing reteaching
8. Tenacity when students don't meet expectations
9. Grading
10. Grouping

10 Arenas of Classroom Life

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Pygmalion in the Classroom

TST 333-334



SELF-FULFILLING PROPHECY

- ❖ When expectations cause individuals to act in ways that serve to make the expectations come true.
- ❖ Shows the power of stereotypes and other expectations
- ❖ Robert Rosenthal and Lenore Jacobsen Pygmalion Effect (1968)

Pygmalion Effect: Three-Stage Model

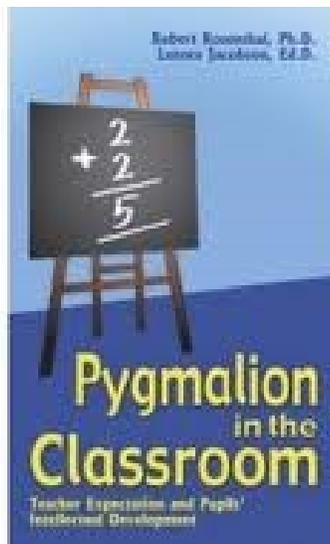
Brophy & Good (1974); Darley & Fazio (1980)

- Teachers Develop Expectations
- Teachers Treat Students Accordingly
- Students React by Confirming Expectations



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THE PYGMALION EFFECT



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THE PYGMALION EFFECT



<https://www.youtube.com/watch?v=hTghEXKNj7g>

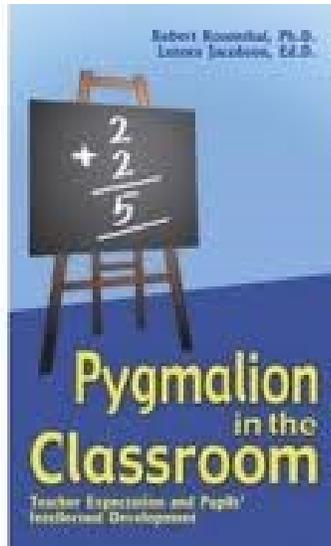
Pygmalion Study - Rosenthal & Jacobson



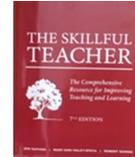
Richard Rosenthal

www.youtube.com/watch?v=hTghEXKNj7g

THE PYGMALION EFFECT



Skim pages 333-334
Review the behaviors in
tale 14.2 on page 334



65

10 Arenas of Classroom Life

TST-332

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10. **Grouping**

Calling on Students...



Is a way of inviting them to participate in classroom discourse and to signal that their voice, thoughts, opinions, concerns, and questions are important



Questions to Ask Ourselves



Who gets called on?

How do they get called on?

How do I ensure all are included?

What do I do if students don't volunteer?

What are students called on to do?

Do I use sufficient wait time?

What do I do to ensure all can participate effectively?

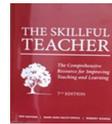


Wait Time Research



When 3 or more seconds of Wait Time is given...

- The length and correctness of student responses increases.
- The number of “I don’t know” and no answer responses decreases.
- The number of volunteered, correct answers increases.
- The quantity of questions decreases and the quality increases



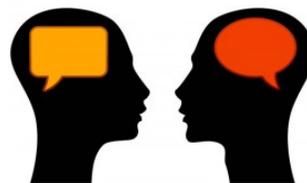
p. 339



3 Key Messages and Wait Time



Turn and Talk...



- Why might you tell your students about the research on wait time?
- What expectations messages does Wait Time send?

Arenas for Communicating Expectations ~ Video Analysis ~



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10 Arenas of Classroom Life

TST-332

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#2 RESPONDING TO STUDENT ANSWERS



TST p. 336

How do we respond when students share their thinking or contribute an idea in class when the response:

- Is on target?
- Is incomplete?
- Sounds incorrect?
- Is silence?



Responding to Student Answers



- What you say after a student responds may be more important than questions asked in the first place ... (*Art Costa*)

Proposition # 1



- How teachers respond to students' answers will either open up opportunities or shut down thinking
-

Proposition # 2



- Patterns in how teachers respond to students' answers communicates to their students what they value
-

RESPONSES TO STUDENT ANSWERS



Ways of moving on to another student

Criticizes. "Come on. That answer shows no thought at all."

"No," and redirect to another student.

"No, then give correct answer.

"No," with reason why—which may serve as a cue.

Cue but move on to another student.

Move to another student if first student doesn't answer.

Redirect to another student to add more, build, extend.

"Would you add anything to that, Jim?"

Student authorized to call on another student to answer in his or her place.



p. 338

Ways of sticking with a student

"No, but it's good you brought it up because others probably thought that too."

"Try again."

Validate what is right or good about an answer, then cue, sticking with the student.

Ignore answer and cue student.

Wait-time II.

Follow up with expression of confidence or encouragement. "I think you know.

Follow up with expression of confidence or extend.

Ask student to elaborate.

Call for self-evaluation of answer.

Follow up question to clarify. "Are you saying that..."

Ways of acknowledging, affirming

Acknowledge, "Um hmmm."

Repeat student's answer

Restate answer in fuller or more precise language.

"Right."

"Right," with reason why.

Praise or praise and extend.

Proposition # 2



The pattern of our responses over time signals to students what is important.



George – Grade 7 Social Studies

1. How would you describe the pattern of teacher responses to student answers?
2. What messages might students get about what's important?

Proposition # 2



The pattern of our responses over time signals to students what is important.



Faye – Grade 10 Math

1. *How would you describe the pattern of teacher responses to student answers?*
2. *What messages might students get about what's important?*

10 Arenas of Classroom Life

TST-332

ARENA: a place, structure, setting, or interaction in which regularly recurring events happen and can be observed

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Giving Help



Students ask for help



Teachers give help when students don't ask



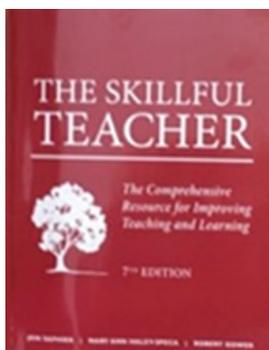
81

What do you say when...?



82

GIVING HELP



In your book, please turn to page 345. Read Example 1 and Example 2.

If you were a student,
How would you feel if you received feedback ...
 in Example 1?
 In Example 2?

83

Pause - (Acknowledge) - Prompt - (Leave) - Praise



1. **Pause.** When you see that a student looks frustrated and about to give up, pause at the student's desk.
2. **Acknowledge** the challenge of the task.
3. **Prompt.** Offer the student a strategy to enable him/her to get "unstuck" and continue.
4. **Leave.** Don't stay and do the work for the student. Much as the student might like you to do so, staying can promote learned helplessness.
5. **Return and Praise.** Praise success if the student has been able to continue and complete the task. Praise the effort if the student has persisted, whether successful or not yet so. If the strategy hasn't helped, offer another or give a cue for the next step.

84

Giving Help



Students ask for help



Teachers give help when students don't ask



85

Unsolicited Help



“Graham and Barker (1990) and Zimmerman and Martinez-Pons (1990) found that when teachers give unsolicited help, students often conclude their teachers think the student are not able and need supports. Some even begin acting as if to confirm this belief.”

~**The Skillful Teacher** (p. 286)

86

Struggling = Brain Change and Learning



*“Struggling is part of the process;
it’s what successful students do.”*

87

What Else Does Struggling Do?



88

10 Arenas of Classroom Life

TST-332

ARENA: a place, structure, setting, or interaction in which regularly recurring events happen and can be observed

1. Calling on students
2. Responding to students' answers and When students don't answer
3. Giving help
4. **Changing attitudes towards errors**
5. Giving and negotiating tasks and assignments
6. Feedback according to criteria for success
7. Framing reteaching
8. Tenacity when students don't meet expectations
9. Grading
10. Grouping

Arenas for Communicating Expectations



Arena 4: Changing Attitudes towards Errors



➤ Errors as Indicators of Weakness

vs.

➤ Errors as Learning Opportunities

Class Dojo



Introduction

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Class Dojo Discussion Guide



In Episode 1, “A Secret about the Brain,” Mojo learns a secret from his friend, Katie, that changes how he thinks about learning!

- Why does Mojo want to leave school? Can you sometimes relate to how Mojo is feeling?
- What does Katie say to Mojo to convince him not to leave? Do you think Mojo can become smarter? Why or why not?
- What subject do you feel frustrated by sometimes? Can you see yourself becoming smarter in that subject? How?

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Class Dojo Take-Home Questions



Episode 1: Take-home questions

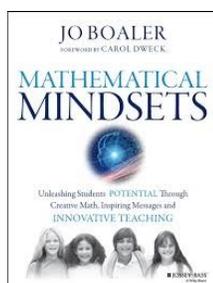
We're watching a video series about how students can develop a growth mindset!

Watch it at: www.classdojo.com/BigIdeas, and ask your child these questions tonight.

1. What was the biggest challenge you faced today? (Ask your child, and then have them ask the question back!)
2. How can you and I think about these challenges in a new way?
3. What can we do differently tomorrow if we face similar challenges?

93

Jo Boaler – Importance of Mistakes



Jo Boaler
@jboaler | YouCubed.com

There are two versions of math in the lives of many Americans: the strange and boring subject that they encountered in classrooms and an interesting set of ideas that is the math of the world, and is curiously different and surprisingly engaging. Our task is to introduce this second version to today's students, get them excited about math, and prepare them for the future.





94

ARENAS Jigsaw

Handout



There are **four** remaining arenas, we will **Jigsaw** the remaining 4 arenas.

Each table group will:

1. Read your assigned arena. Discuss the salient point(s) within the arena ?
2. Construct a visual that could be used to teach the other groups about your arena.

95

Committing to Effort-Based Ability



Reteaching, Retakes, Re-Dos

- **What provisions do we make for students who need reteaching, or a chance to retake a test or re-do an assignment?**
- **What options are available to students when they demonstrate less than proficient performance?**



Redoes, Retakes, & Do Overs
Rick Wormeli



Courage and conviction to stay the course



**This is hard and important work.
Stick together and support each other.**



The Bumble Bee

The bumble bee, according to aeronautical science, can't fly.

The ratio of his wingspan to the size of his body makes flying totally impossible.

The bumble bee, which is ignorant of such technical matters, goes on flying anyway;

The fool didn't know it couldn't be done, so he went ahead and did it.





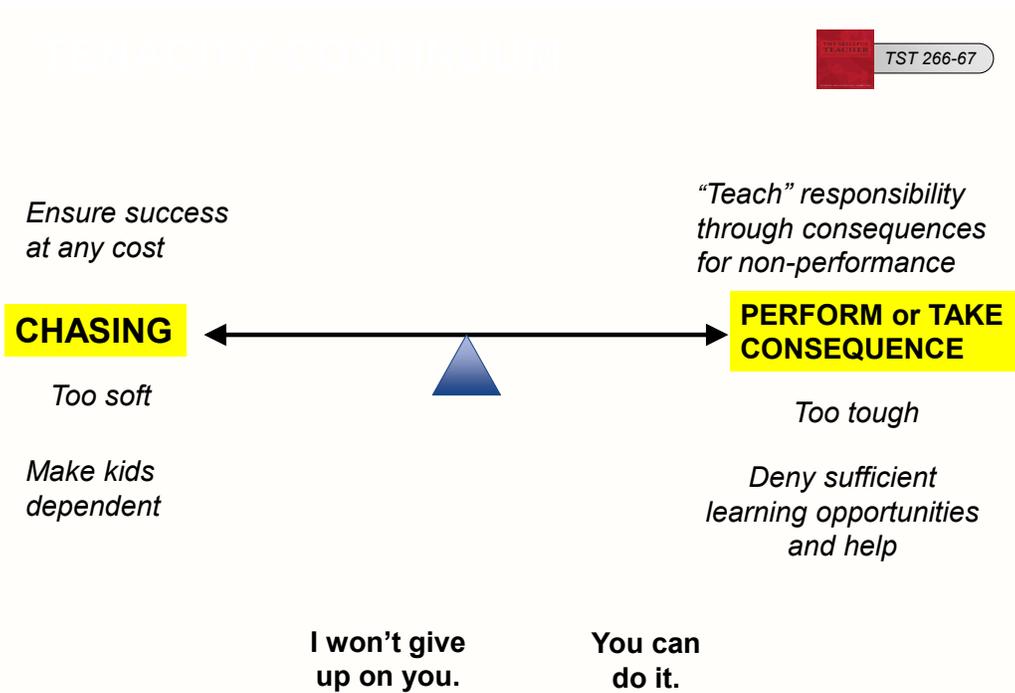
EXTRA SLIDES JUST IN CASE

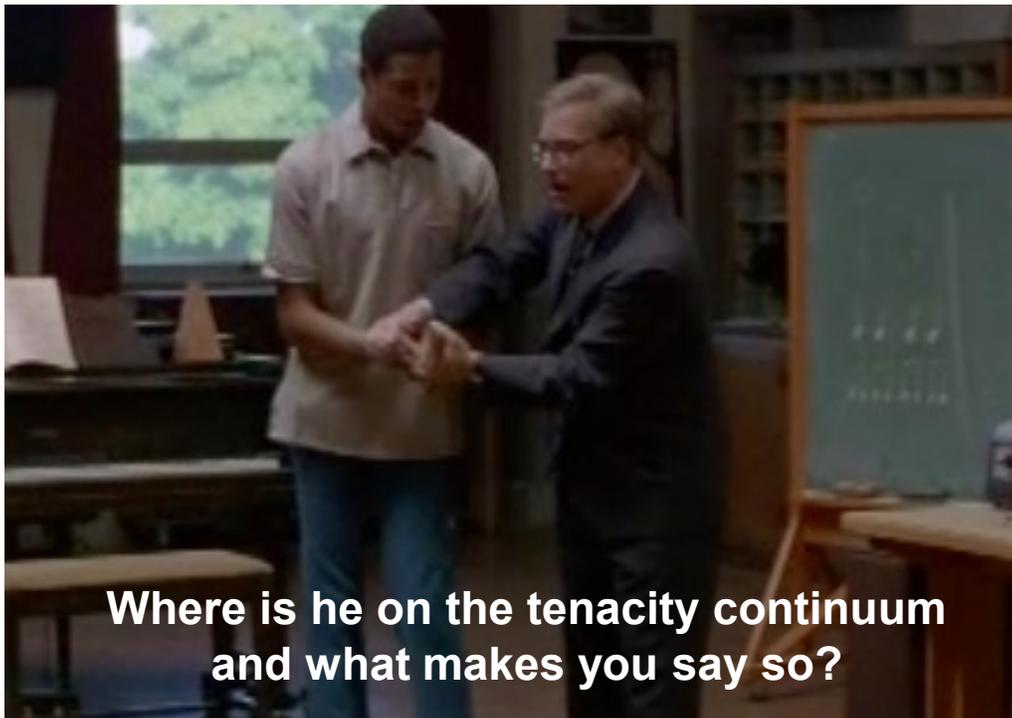
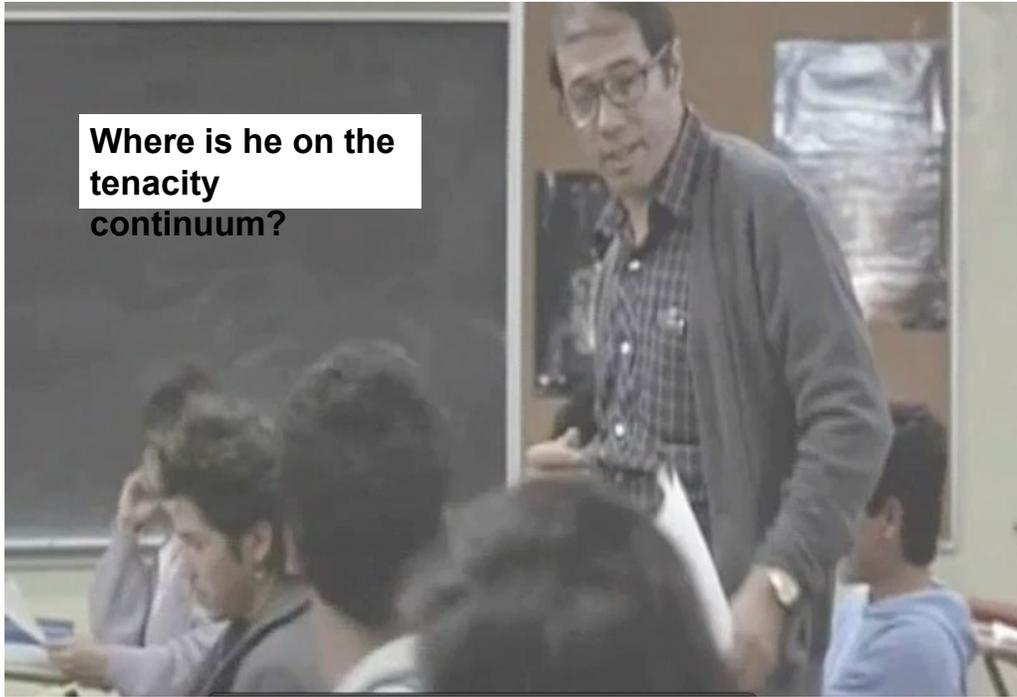


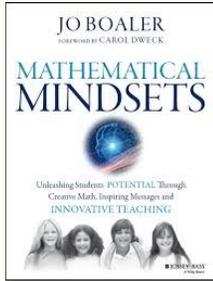
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