Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

Hearing from other teachers and what do or have done in their own classrooms has been very beneficial. If I were to teach a lesson on factoring I would have much to add after today's discussion. I know I need to add more into my class that ties ideas back to one another and to focus on why a concept works not just this is how you do it. When teaching factoring for the 1st time or even when reviewing it with students I will now focus more on that what we are actually doing is dividing something out. If students kept this in mind it would make the more advanced study of polynomials much easier to understand.

To make MNS more useful & influential I would hope we could continue to have discussions and time to share like we did today. It would also be beneficial for everyone here to be respectful of everyone elses ideas. We may not all have as much classroom experience as others but we all have valuable information to share. I have much to learn now and hope to still be open to learn from others even in 20 years!

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

I currently serve as TAP Master Teacher at Lanier Elementary. My role is comprised of working with teachers to increase their capacity and efficacy with relation to teaching practice. A part of my role as Master teacher is modeling, and team teaching lessons. I also field test strategies, so my role as a teacher still continues. My experience in MNS has been valuable as a refresher of skills that I have not used in a decade. A message that I will take back to my district is that teachers across the district need to strengthen their content knowledge. One very useful idea is a problem of the day, which could be implemented on the entire school.

Correlating strategies and activities with content is one way the MNS program could be more useful and influential. The teachers in the program are very knowledgeable and have many activities and ideas that are working in their classes. I think that it would be a good idea to create a bank for strategies, activities, and routines that teachers could add to, and other teachers may implement in their classes. Through the program so far, I've developed an idea to ~~share~~ create a similar program for elementary teachers. Many of the deficiencies that middle and high school teachers have to spend ~~time~~ precious time aiding students in improving ~~begin in elementary school~~ problems whose origin can be found on an elementary campus.

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I strongly feel that integrating the MML Course Compass to my classes, both in Geometry and Algebra II, will be significantly helpful for the kids. This course will play a big role to the enhancement of Math skills corresponding to a student's own pacing. Moreover, the course promotes self-reliance as kids are encouraged to see examples, on-line texts on their own, to solve problems.

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AT THE BEGINNING OF EACH SCHOOL YEAR THERE IS A PERIOD OF TIME DEVOTED TO REVIEW. THIS IS ESPECIALLY DIFFICULT IN NINTH GRADE WHEN THE INCOMMING FRESHMAN COME FROM A VARIETY OF FEEDER SCHOOLS.

THE ACTIVITY INVOLVING THE ORDER OF OPERATIONS AND THE TREE FORMS ASSOCIATED WITH THEM WOULD BE A GREAT METHOD TO SEE STUDENT'S UNDERSTANDING OF THE CONCEPT. THE TASK OF WRITING IT IN WORD FORM WOULD BE A WAY TO ASSESS WITH MULTIPLE MEASURES. THE TREE THEME OF STRUCTURE COULD BE A UNIFYING CONCEPT AS ALGEBRAIC SIMPLIFICATION AND SOLVING EQUATIONS IS TAUGHT AND/OR COVERED IN THE EARLY PARTS OF THE ALGEBRA I CURRICULUM. THE THEMES OF STRUCTURE AND SHAPE COULD CARRY ON INTO GEOMETRY.

ONE BENEFICIAL TASK WOULD BE TO BRING IN SOME STUDENT WORK NEXT SUMMER WITH SOME OF THE EFFORTS WE HAVE TRIED TO IMPLEMENT.

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

Being in the CART program, I don't have my teachers certification, and I don't have a lot of teaching experience. I have taught for just one year to be specific. I think what has been most beneficial for me in the MNS program is the fact that I am grouped together with teachers who have been teaching for a several years. A lot of the problems that are being discussed in this class are discussed in a way the teachers would teach their students how to do the problem. Having a math degree, a lot of times I can do the problem presented, and the way I do that problem is the best way for me, but it may not be the best way to teach students. As I taught in my first year, I was given classes where the average student had extremely low math skills, and I wasn't able to get to certain concepts as monomials and polynomials in Algebra 1 part 2. As a student I always factored polynomials by trial and error. With problems such as, x^2-2x+8 was fairly simple, but when I was given a problem such as $6x^2+5x-4$, it was fairly difficult for me to solve. I had no method to easily factor the problem. I know that when I teach this many students will not understand trial and error. Now because of this program I now know the method of multiplying the 1st and end coefficients, find its factors, and see which factors combine to be the middle term. I think the best part of the program so far is learning & studying with certified teachers. I'm not sure just yet on what will improve the program.

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

I have not spent any time in the classroom as a teacher yet, but I do have some sort of idea about what to expect. I have tutored a few students in Algebra I and my mentor at the school I will be at in August has suggested a few things to help get me prepared for the classroom. The MNS program is helping me by reintroducing material that I have not had in quite some time. Also, the shared experiences and ideas of those who are already teachers is very helpful to me. Sharing their approaches to solving problems helps me understand how their students would solve problems. This is extremely beneficial when a problem dealing with the area that I will teach is discussed. I do wish that there could be more discussion on how to introduce ideas that are included in Algebra II.

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

After today, I know that I will bring in a different way to teach factoring. I ~~order~~ to it previously because I didn't know any different. I loved the way we took today to share with others different/new ways/methods of teaching a topic(s). I also think that I will somewhat change problem solving methods to incorporate more algebraic thinking - using more variables and/or formulas. I do expect for my students to "see" that they can change most function table set-ups to formulas, but usually wait until they see it before asking them to change it to a more algebraic thinking problem. I feel that I need to push them more to "see" it sooner and help to push them into that algebraic thinking style.

For me, I feel that more sharing of teaching techniques would make the MNS more useful and influential. Many times I cannot see the way one teacher is teaching vs. someone else. This class is a tool that makes this possible!

Overall, the MNS program will make me a more knowledgable mathematics teacher - so that I can create and mold more knowledgable mathematicians!

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

Being a part of the MNS program certainly has been very useful and helpful in terms of my personal and professional growth. I am working with so many competent teachers who are very willing to improve themselves as classroom teachers. My group is so open and honest and this helps us to have a good conversation going.

My plans for modifying in my classroom teaching would be incorporating more reflective writing assignments about my students' learning and implementing more thought-provoking activities to extend my students' learning experiences.

What would make the MNS more useful and influential? With our classroom activities, maybe, we can align with the Common Core State Standards. I would like to have a chance to see what the National Assessment might look like.

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

- The discussion of logic in mathematics is interesting to me in that I find many of my students are not naturally logical thinkers. Students will arrive at an answer and assume that the answer they got is correct without an investigation of whether or not it makes sense. I intend on integrating the phrase "does that make sense based on the problem given" into my classroom terminology. Asking this question will be the beginning of an investigation that the class can work on solo, in groups or as a whole class. My hope is that test scores will improve due to the student's awareness of the need to investigate their answers for correctness.
  * This is a topic that I would like to work on for my thesis, however I'm struggling to put the problem into words or a phrase in order to conduct a literature review.

- As an 8th grade math teacher, I teach my students about linear equations and show them three ways to solve (a table, an equation and a graph). I enjoyed looking at the solutions to our writing assignment (Cadillac vs. Toyota) and I think it would be beneficial to do that exercise with my students. I know I would have to guide them through the first several times because the concept of examining solutions is foreign to them. However, I think this exercise will be beneficial for the students to see how the different solutions relate to one another.

- Would it be possible to get more practice problems from MNL? There are some problems that are in the homework that we've never seen before and I would like more practice with them.

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I haven't been in the classroom as a teacher, but as student in the MNS I have learned that there are "many" ways to tell our students how to solve and do things. My plan would be to know different methods to use to teach a lesson and find the one that would help my students the most. I find amazing how many ways to do factorization we found in class today.
I think the main idea of the program is refresh our memory in the content but also to share ideas of what we are doing. We don't know what to expect from our students but we are getting many methods to work and make learning easier.

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

I HAVE NOT TAUGHT IN A CLASSROOM YET; HOWEVER,
I FEEL THERE ARE TECHNIQUES AND SKILLS THAT I
HAVE SEEN WHICH WILL BE USEFUL TO ME.
FROM THE FIRST ASSIGNMENT, I SAW HOW THE
MAJORITY OF TEACHERS THINK ALONG SIMILAR
LINES. IT IS LIKELY THAT MY STUDENTS WILL
ALL HAVE BEEN TAUGHT ONE WAY AND MAY BE
CLOSED TO DIFFERENT OR UNUSUAL METHODS.
THERE ARE A WIDE VARIETY [illegible]
TEACHING - WHICH I HAVE [illegible]
LA[illegible] PRESENT A SOLUTION, SOME
OF WHICH I WOULD AVOID AND OTHERS I WOULD
LIKE TO MIMIC. ONE TECHNIQUE FOR FACTORING
I LEARNED AND WOULD LIKE TO IMPLEMENT [illegible]
[illegible] CONVERSION OF A POLYNOMIAL WITH
LEADING COEFFICIENT OTHER THAN 1, TO ONE THAT
HAS A 1. I DON'T KNOW WHICH METHOD WILL
BE BEST FOR [illegible] VE IN
IT [illegible] HAVE A [illegible]
[illegible]

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

I teach Algebra I. At the beginning of the year, the students and I complete a review section, "Operations with rational numbers. Although many students can multiply rational numbers, they still have a difficult time adding/subtracting them. The second day in the MNS program we discussed the Number Line. On this day, the following question was written on the board "Why do we need a common denominator when we add fractions?" To review addition/subtraction of fractions, I would ask the students that same question. The students would work in groups to discuss this question and formulate an answer. I would also ask them to tell me what does the numerator mean and what does the denominator mean? After each group presents their answer, I would then ask students to illustrate the meaning of multiplying 2 fractions using the rectangle we used in class. Each group would then create their own example & present it to the class using rectangles. (back)

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or ~~group of lessons~~ in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

- I will modify a few things as it relates to my MNS experiences. I have learned a few teaching methods that other teachers have shared and also the instructors have shared.

- A few challenging lessons or units from this past school year were Statistic and Probability. I would like a more easy methods in ~~teaching~~ teaching these units.

- I have no present ideas on what would make the MNS more useful and influential. Maybe by the end of week 4 or 5 I could generate some positive ideas.

For the last week and half I have not experienced any negatives with this program.

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

My experience at MNS to date now given me some new perspectives in problem solving. On our daily "Crazy Math Problem of the Day" session is where I get to see the most differentiation in problem solving and trains of thought. Of course, this time is also the most frustrating for me because members of the class want to share their answers immediately. I take a bit longer to solve each question because I try to not use my "usual" methods. This is the time where I try to be creative in my answers, but I feel ~~frustrated~~ rushed and like my effort towards expanding my own mathematical skill is completely in vain. The sharing between the individuals in class is a dual-edged sword. The sharing of ideas is wonderful once everyone is done. I do not want the answer given to me!! I am teaching math because I struggled so hard to understand it, so I figure if I made it, anyone can. I want to find my own answers! Please stop ruining my personal discovery in problem rehash. This has changed the view I had on some student work habits. Also, I have confirmed how far behind many of my students are when they arrive at my door.

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

While I have not started teaching yet I do think that the MNS program has allowed me the opertunity to get various methods of teaching the same information. It is very helpful to know what has & has not worked in different classroom settings. It has also given me a very good idea of what Kids in 7, 8, & 9 grade actually know verse what they "should" know. As well as a time line for when new ideas or techniques should be introduced Based on the knowledge I am gaining from this course I think that I will have a good understanding of How I want to present certain material & what an expected out come of the lesson should be.

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

Next year I will be teaching Calculus, Algebra 2, + unknown. I have never taught Algebra 2. Since I have not taught Alg 2 I dont have a frame of reference for how to change my specific lessons, but I am enjoying the new perspectives from other teachers. often they solve problems in ways I have never seen which helps my teaching. I am always looking for new ways to show students how to work problems. Next year when we work calculus content I expect similar instances to occur. My expectations for the students, hmm. I dont know yet how MNS has changed my expectations. As the summer progresses I will have to keep note on that. In asking what would make the MNS more useful and influential; I would have to say making sure we refer back to teaching. often we get caught up in content and not on how almost teach the content. Focusing on how students view the content as opposed to how we "teachers" view the content.

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

* Modifying plans - I really think that I will incorporate more "Struggle" problems during the course of the year. I also plan on letting my students come up to my board more and either a.) Show a different method or b.) write down a Problem in which they have a question that is unclear.

→ In the MNS, its interesting to see there are very different ways of solving the same problem and how those methods are really connected.

* Lessons → Comparing Fractions - all of my students tend to really have difficulty comparing fractions. Sometimes I just get frustrated when they don't understand. Going through MNS so far I have learned that sometimes things are difficult to me, and I revert back to how I treat my kids (SOMETIMES) (I don't beat them or anything). I've learned to possibly show them a new way of "thinking" about the problem, and thoroughly discussing things and possibly try and push them into deeper thinking.

* making mns more useful + influential →

* moving around
* Sometimes incorporating more middle level problems
* fully explaining the different methods.

Think about the things you have been learning in the MNS and the curriculum that you teach. Do you have any plans for modifying what you will be doing in your own classroom, based on what you are experiencing in the MNS? Choose a lesson or group of lessons in your own teaching that is particularly interesting and/or challenging, and discuss how the MNS experience might change your expectations for your students and your approach to teaching it. What would make the MNS more useful and influential?

I have not taught in the classroom yet, however this assignment came on a perfect day. I know that I will teaching algebra 1 next year. Today while working on MyMathLab, I took a note to go home a research ways to teach my students how to factor polynomials. I know that I can factor polynomials but I was unsure in my ability to teach someone else a method or a process that would be helpful to them. Then during the debrief several people shared the way they teach their student. I found a way that I think is great and I will be using this with my students. This method will change my expectations of my students because I won't have insecurity that my method was not effective. I now look forward to teaching this lesson to my future students.

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For the duration of the time we have been in the MNS program, I have been diving into math concepts I have not seen since 2002! These concepts are also not a part of my normal teaching requirements. The things I am learning from the MNS program deal mostly with strategic processes. I will be modifying how I look at information by taking it to higher levels and focus on activities that encourage my students to think as individuals and provide meaningful contributions to the entire class. I am learning that class/teaching is not how many concepts (about) /practice problems you can cover in the specified time period. Instead, it should be about a few meaningful problems that leads to the students grasping the concept and accessing their own brains to be able to solve the problem. The lesson (group) that I find challenging is the measurement concepts (mainly unit conversions). I'm waiting on ideas from the MNS program to apply to this lesson.