

**PLC Guide:** The following is a sample protocol that school-wide or teacher PLC teams might use to promote a positive, productive ‘math mindset’ in the building. This should take approximately 45 minutes to an one hour.

**Topic for Discussion: Creating a Positive ‘Math Mindset’**

<b>Step 1:</b>	Download the ‘Math Mindset’ PowerPoint from the “For Leaders” section of the TDOE website to use as a guide during this PLC.
<b>Step 2:</b>	<ol style="list-style-type: none"> <li>1. Before educators attend, have each jot down three ways that math impacts their personal lives. Have them bring their notes to the PLC.</li> <li>2. Download and play the clip from Emily Calandrelli’s ‘I Don’t Do Math’ video from the “For Leaders” section of the TDOE website or at <a href="https://youtu.be/y44nqo11Fh0">https://youtu.be/y44nqo11Fh0</a> .</li> </ol> <p><i>Note:</i> This video is 16 minutes long.</p>
<b>Step 3:</b>	<ol style="list-style-type: none"> <li>3. Use PowerPoint slide three to post the questions; have tables discuss the following three questions:             <ol style="list-style-type: none"> <li>1. What are my personal math biases? Have I ever said “I’m not good at math”?</li> <li>2. What ‘math mindset’ am I hearing in the halls and classrooms from students?</li> <li>3. What ‘math mindset’ am I hearing from my math faculty? Non-math faculty?</li> </ol> </li> <li>4. Have groups share out their discussion findings verbally or on chart paper and discuss as a whole group.</li> </ol>
<b>Step 4:</b>	<ol style="list-style-type: none"> <li>5. Ask teachers to brainstorm some of the costs of the “I don’t do math” philosophy in small groups at their tables.</li> <li>6. Use the PowerPoint slide five to review the ‘Cost of Innumeracy’. Use the partial list to guide discussion on the price students will pay for being math illiterate.</li> </ol>
<b>Step 5:</b>	Using the PowerPoint slide 6 as a guide, review the NCTM’s ‘Productive and Unproductive Beliefs’ in regards to mathematics education.
<b>Step 6:</b>	<p>REFLECTION: Using the discussion from each of the activities ask individuals to reflect independently. Ask tables to do a 3-2-1 Reflection on the following:</p> <p>What are the <b>three</b> main takeaways from and teacher and leader actions you’d like to see centered around...</p> <ul style="list-style-type: none"> <li>• Current perceptions about math education?</li> <li>• The cost of innumeracy?</li> <li>• NCTM’s ‘Productive and Unproductive Beliefs’ about math education?</li> </ul> <p>What are <b>two</b> actions that we can take as an entire staff?</p> <p>What is <b>one</b> action that I can take personally to support the math culture in our building?</p> <p>Share out as a whole staff.</p>

