How do you provide an excellent and equitable classroom for your students? Participants will learn the principles and practices of Complex Instruction, an effective group-based pedagogy grounded in research. Participants will gain tools and strategies to ensure that ALL students, regardless of their ethnic, language, socio-economic, and/or achievement backgrounds, have equal-status participation in small groups and are held accountable for learning rigorous mathematics. Participants also will . . .

- Consider the impact of teachers’ beliefs as they shape students’ beliefs about math, learning, and participation, and reframe issues of smartness in school mathematics.
- Learn strategies to promote equal-status participation within small groups.
- Begin to examine how to assess students’ mathematical understanding in the context of cooperative group work.
- Identify/develop group-worthy tasks from their curricular materials.
- Create and present a lesson that includes a group-worthy task.

Instructors: Karen O’Connell and Jess Griffin together have almost 20 years of experience teaching with Complex Instruction at the high school level and have worked with teachers in their classrooms as they implement this pedagogy with their students.

If you have questions, please contact Julie Kang at jkang@pce.uw.edu.