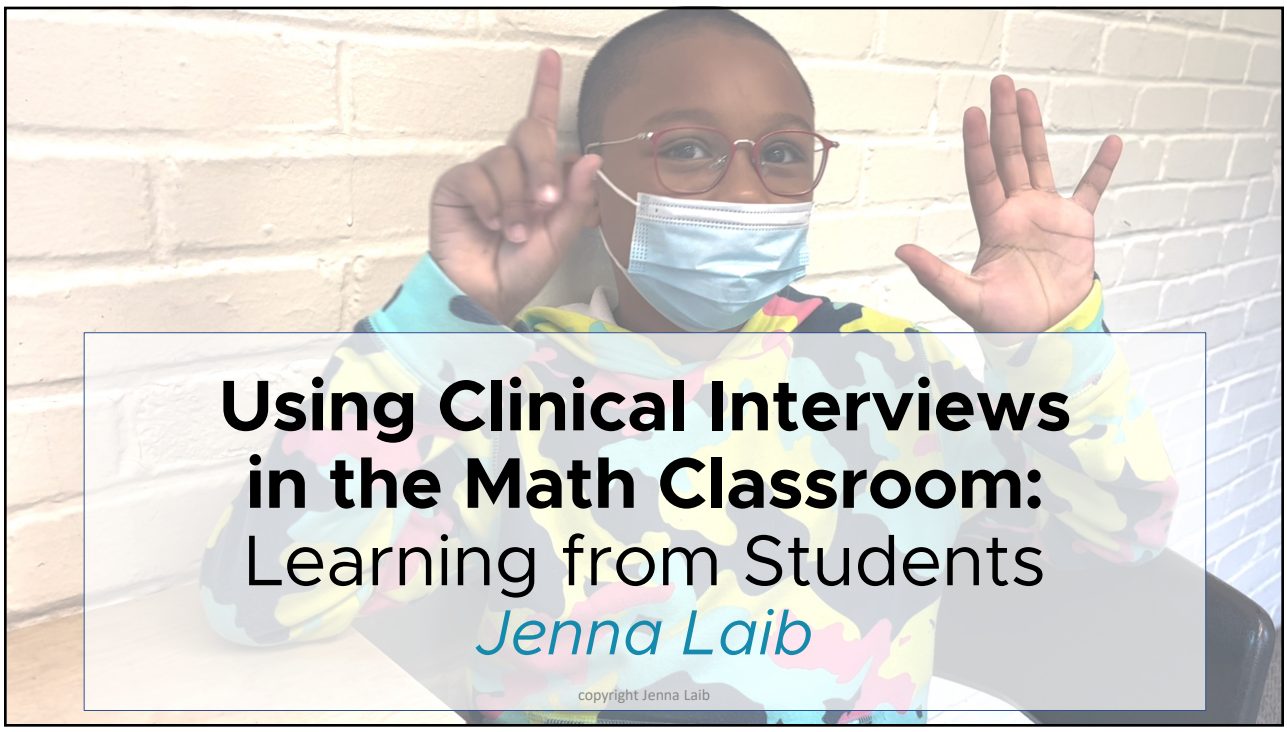

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These are *selected slides* from Jenna Laib's *Virtual Math Summit* session

#buildmathminds23

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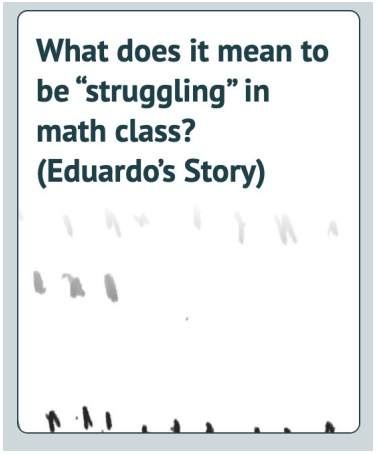

Read Eduardo's Story

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You're at the right presentation if...

- You believe that one of the best ways to learn about student thinking is to ask them.
- You want to use student thinking to inform your practice.
- You are willing to question your current practices.

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Our time today:

- **What** are clinical interviews?
- **Why** use clinical interviews?
- **How** to facilitate clinical interviews
- Let's **practice listening** to students.
- Let's share **resources**.

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WHAT ARE CLINICAL INTERVIEWS?

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What are clinical interviews?

A **face to face** interview with a student that explores **mathematical reasoning**.

Listening to Learn/Heinemann

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Typical characteristics include…

- Teacher listens to **interpret** and **understand** student thinking, rather than to evaluate an answer.
- Student describes a lot of their reasoning orally.
- Teacher probes student thinking, e.g. "how did you figure it out?"

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Starting Beliefs

- All students come to math class with valuable mathematical ideas that they can extend.
- Identity shapes participation; acknowledging and building on student ideas positions them as competent.
- Knowledge of student reasoning and the trajectory of children's thinking support instructional decision making
- We must challenge our assumptions about what students know and are able to do.

Adapted from "Principles of CGI"

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WHY USE CLINICAL INTERVIEWS?

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"Answers alone are never enough."

- **Marilyn Burns**

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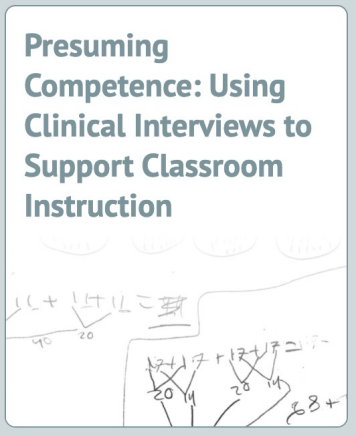

Read Ali's Story

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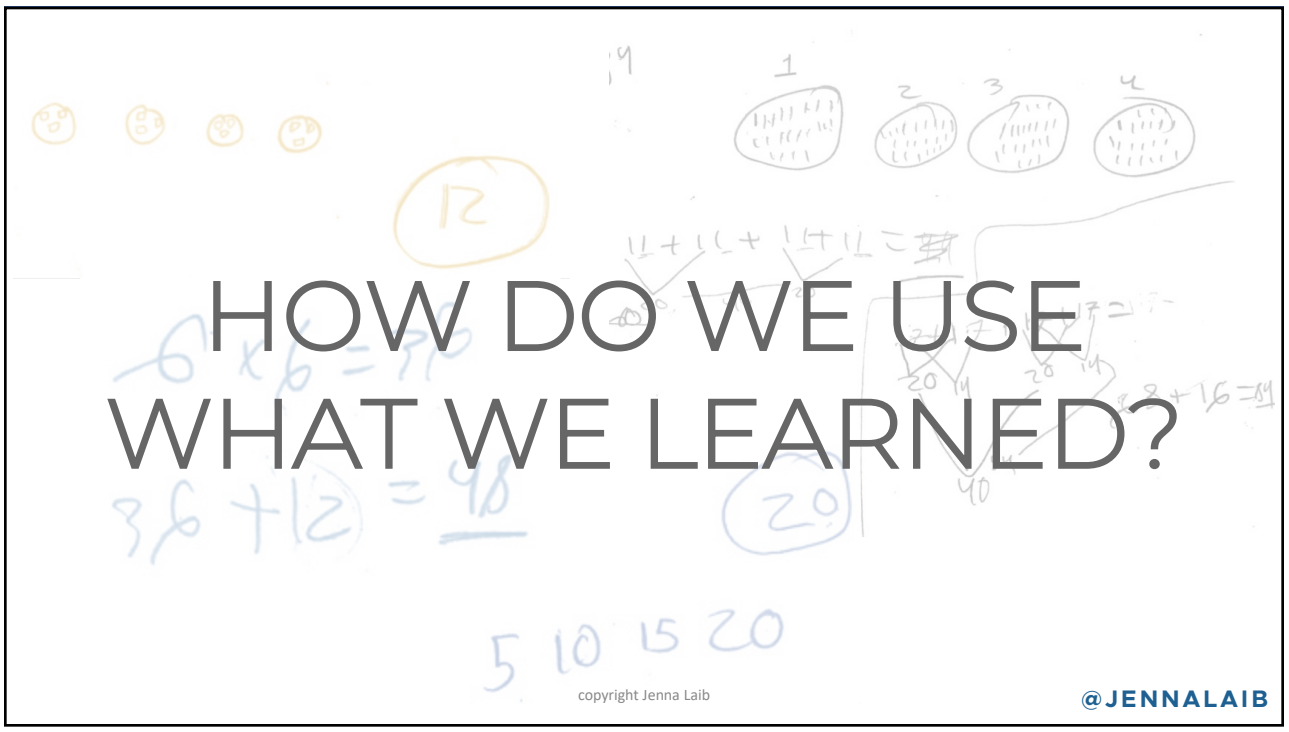

15

10 x 4

20 x 4

21 x 4

16

10 x 7

12 x 7

12 x 14

17

40 ÷ 4

80 ÷ 4

84 ÷ 4

18

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HOW TO FACILTIATE CLINICAL INTERVIEWS

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We often listen for the right answer.

During interviews, we listen to **understand**.

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Launching the Interview

I let students know that…

- I'm genuinely curious about their thinking.
- I want them to think aloud.
- Nothing I do (e.g. ask questions, take notes) will indicate whether they are right or wrong.

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KEY FACILITATION MOVES

#1 Cultivate a good poker face.

#2 Ask: "how did you figure it out?"

#3 Take notes.

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This is aligned to our purpose for listening: to **interpret**.

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Common Mistakes

from "Listen to Learn," by Nicora Placa (*The Learning Professional*, February 2020)

- Listening only for the right answer.
- Listening only for a particular solution path.
- Thinking about the next instructional move instead of listening to the student.
- Assuming that students are thinking the same way we are thinking.
- Not listening for what students know.
- Not listening for the informal knowledge students bring to the problem.
- Not trying to make sense of what students are doing.

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"What happens when we assume that certain children are less than brilliant? Our tendency is to teach less, to teach down, to teach for remediation."

- **Lisa Delpit**

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"Rather, we just acknowledge the quality of the raw materials we're working with and teach to these children's ***inherent genius****."*

– **Lisa Delpit**

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LET'S **PRACTICE LISTENING**

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Questions for Reflection

- How did Astrid explain her reasoning?
  How would you make Astrid's thinking visible?
  What mathematical representations might you use?
- What did you notice about the teacher's moves?
- What does this tell us about Astrid's thinking?
  What do you think she understands about multiplication?

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Questions for Reflection

- How did Matthew explain his reasoning?
  How would you make Matthew's thinking visible?
  What mathematical representations might you use?
- What did you notice about the teacher's moves?
- What does this tell us about Matthew's thinking?
  What do you think he understands about multiplication?

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Questions for Reflection

- How did Bianca explain her reasoning?
  How do you imagine Bianca was using her fingers?

Some of the other students in the class are using relational thinking.

- How could you leverage Bianca's current reasoning to nudge her towards relational strategies?

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*"**Children bring to school** informal or intuitive knowledge of mathematics that can serve as the basis for **developing** much of the formal mathematics of the primary school."*

- **Thomas Carpenter, Elizabeth Fennema, and Megan Franke (1996)**

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When the students "don't know"

- "How might you get started?"
- "How could drawing help you solve this?"
- "Would a math tool help? Which one?"
- "What if… [pose alternate problem with smaller numbers]"

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When the students "just know"

- "Imagine you're talking to a third grader who hasn't memorized their facts yet. How would you explain it to them?"
- "Let's talk it out like a game show. What did you think about first…"
- "I'd love to know about your thinking. It helps me decide what we should do next."
- "What does this problem remind you of?"

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Prepare yourself to be **surprised**.

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Listen not for what you **expect** but for what students **say**.

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HOW DO WE USE
WHAT WE LEARNED?
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Listen to **understand**, and *then* think about potential next steps.

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WHERE CAN YOU FIND RESOURCES?

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Clinical Interview Resources

- New Zealand Numeracy Project
  - JAM (Junior Assessment of Mathematics)
  - GloSS (Global Strategy Stages)
  - Diagnostic Interview
- Marilyn Burns' *Listening to Learn*
- Kendra Lomax's *CGI Interviews*
- Kathy Richardson's *Assessing Mathematical Concepts*
- Michael T. Battista's *Cognitively Guided Assessment*

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Some Clinical Interview Resources

	Free	Oral	Paper & Pencil	Grade Levels
NZ Numeracy Project's *JAM*	✅	✅		K - 2
NZ Numeracy Project's GloSS	✅	✅		3 – 6+
NZ Numeracy Project's *Diagnostic Interview*	✅	✅		K – 6+
Marilyn Burns' *Listening to Learn*		✅		K – 5+
Kendra Lomax's CGI Interviews	✅		✅	K-5
Kathy Richardson's *Assessing Mathematical Concepts*		✅		K-2

IB

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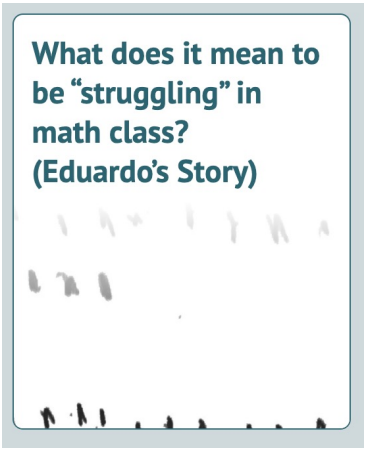
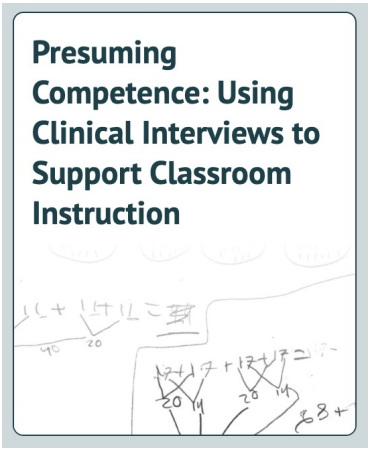
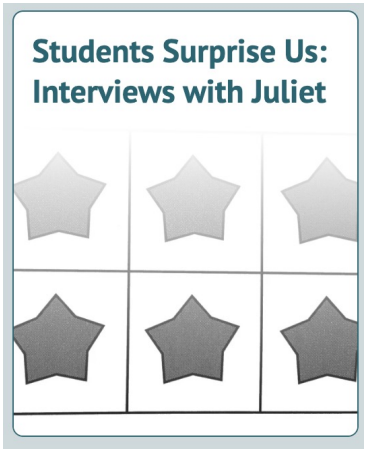
Blog Posts







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When Planning…

- Are you interviewing an individual student or the whole class?
- What mathematics do you want to focus on?
- What resource(s) will you use…
  - for questions?
  - to think about learning trajectories?
- Plan: what will you say to elicit thinking if a student says they *don't know* or *just know*

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"The experiences I've had interviewing more than a thousand students have been **professionally life changing**. *I realize that it's quite a strong statement to say that something is life changing, but when I revisit the sentence, which I've done many times, it holds true."*

- **Marilyn Burns**

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