

accessible video transcript

Collaboration in Elementary Mathematics

(Music)

Elizabeth Trost: One of the things that I have seen that is extremely beneficial is this collaboration time. Teachers plan lessons and then they implement those and then they come back and talk about them. And just that opportunity to really have devoted time to collaboration. And I think between teachers who are gen ed, bilingual teachers, teachers of students with special needs, all of those conversations go on around a particular lesson. Anytime that that actually becomes a reality, it's very beneficial.

Cristina Sanchez-Lopez: So when I met our colleagues at Math for All, it was just, it was really exciting. Because it's the idea of being able to talk about mathematics and language at the same time. And like Elizabeth said, those collaborative conversations, I mean it's a dream to have colleagues sitting together and sorting out the math and really thinking about it, but then thinking about the, you know, language.

Rachel Anderson: As I was working with teachers yesterday it's you know they're general education teachers teaching monolingual English speaking students. I've got my special ed teacher right there with me. I'm adding in a lot of that language perspective and we're really coming together to think through "What might kids really be dealing with with these mathematical processes?" In a whole different way I don't think we've really spent time with in education in recent years.

(Music)