

Participants

Partnership 1:	Sarah Williams & Jennifer Sinclair
Partnership 2:	Teresa Zwack & Phuong Lam
Partnership 3:	Nicole Gray & Jeff Anderson

Quick reminders for our book club

1. During the 2022 - 2023 academic year, we will read:
[*Ungrading: Why Rating Students Undermines Learning \(and What to Do Instead\)*](#)
Edited by [Susan D. Blum](#) (16 chapters for a total of 245 pages)
2. Resources documents for our 2022 - 2023 FH Math Faculty Book Club:

Preparations (Summer 2022)

- [FH Math Book Club 22 - 23 Homepage](#)
- [FH Math Reading Cohort 22 - 22 Reading and Writing Prompts](#)
- [Feedback Survey from last year 2021 - 2022](#)

Meeting 1: Friday 10/21/2022 Resources

- [Meeting 1: Minutes and Agenda](#)

Meeting 2: Friday 12/2/2022 Resources

- [Meeting 2: Minutes and Agenda](#)

Meeting 3: Friday 1/27/2023 Resources

- [Meeting 3: Minutes and Agenda](#)

Meeting 4: Friday 2/24/2023 Resources

- [Meeting 4: Minutes and Agenda](#)

Meeting 5: Friday 4/28/2023 Resources

- [Meeting 5: Minutes and Agenda](#)

Meeting 6: Friday 5/19/2023 Resources

- [Meeting 6: Minutes and Agenda](#)

Meeting 7: Friday 6/16/2023 Resources

- Meeting 7: Minutes and Agenda (this document)

Updates and news

Future decisions that need to be made

Journal prompt (respond before first meeting)

Reading: Chapters 11, 12, 13 and Conclusion

We pose the following questions to each member of our team:

Question 1: In Chapter 13, author John Warner writes

"I am no fan of proficiency or competency as animating values in the classroom, never have been. Proficiency is too low a bar, and an uninspiring one to attempt to jump over to book. Proficiency is a lousy way to help people learn in ways that resonate beyond the immediate assessment.

'But,' people ask me, 'don't you want to make sure your doctor is proficient?'

'Heck no!' I reply. I want my doctor to be so far beyond proficient that proficiency can't even be seen in the rearview mirror. I don't want my doctor even flirting with proficiency, let alone settling down with it for the duration of their career. I want my doctor obsessed with being the best doctor possible on a day-to-day, moment-to-moment basis. I want my doctor inhabiting their 'practice'- the skills, attitudes, knowledge, and habits of mind of doctors- as though it is a second skin.

I want students seeking this same state as writers, which is why I frame learning to write around developing 'the writer's practice': the skills, attitude, knowledge, and habits of mind of writers. To settle for proficiency is to focus only on one aspect of one's practice, the skills. Often, in classrooms subject to top-down administrative diktats, the pursuit of proving proficiency in those skills actively stamps out any attention to other aspects of the practice. Even worse, students are often incentivized to produce what I call writing-related simulations, highly prescriptive exercises that allow us to pretend students are learning something, but once the students are asked to work without the prescriptions, everything seems to fall apart.

Doctors are significantly motivated by attitudes that invoke values like caring for others, a sentiment embodied in their professional oath. In writing I value attitudes like curiosity,

thoroughness, and fairness, none of which directly deal with skills associated with proficiency. Yet, if those values are attended to while practicing one's own writing practice, my belief is those skills will develop far beyond what is possible when aiming for mere proficiency, or its close cousin, competency.

If there is no terminal proficiency in writing- and I know this to be true from my own experience- why would I pretend such a thing is true for students? I want my class to be a launchpad for the writing challenges students will face in school and beyond, not a terminal where they are stamped 'proficient' and I pretend as though that's a worthy goal." [p. 211 – 212]

How does this excerpt relate to your own experiences learning mathematics? How does it relate to the dreams you have for the learning environment you want to help create for your students?

Question 2: In the conclusion to this book, Susan Blum writes

"There is a growing recognition (a movement, almost, maybe?) that the current model of teaching and assessment often fail. They fail to promote learning. They fail to provide useful feedback. They fail to produce joyous cooperative learning. They fail to produce positive relationships among students, or between students and teachers. They fail to meet the needs of diverse students, and they fail to promote equity.

Alfie Kohn states that when we work in an unjust system, we have to proceed at two levels at once: 'You do what you can within the confines of the current structure, trying to minimize its harms. You also work with others to try to change that structure, conscious that nothing dramatic may happen for a very long time.' The essence in the meantime, waiting for grades to disappear, is that *'teachers and parents who care about learning need to do everything in their power to help students forget that grades exist.'* This does require a revolution, but it also requires daily action."

What comes up for you as you re-read this excerpt? What actions do you want take after reading this book? See if you can delineate your actions on the two levels she mentions here. Remember: we're not making a commitment here, we're just day dreaming. Level one would be in your individual classroom with your students on a quarter-to-quarter basis. Level two might be at the institution level (at Foothill or perhaps at the state-wide or nation-wide level).

Question 3: Each pair pick a question to explore

Fun follow-up reading ideas:

- [Caste: The Origins of Our Discontents](#) by Isabel Wilkerson
- [The Culture Code: The Secrets of Highly Successful Groups](#) by Daniel Coyle
- [Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills](#) by Linda Nilson

- [*Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*](#) by Zaretta Hammond

Pair 1: Jennifer and Sarah

Jennifer's Responses

Question 1: Example response

Question 2: Example response

Question 3: Example response

Sarah's Responses

Question 1: Example response

Question 2: Example response

Question 3: Example response

Pair 2: Phuong and Teresa

Phuong's Responses

Question 1: Example response

Question 2: Example response

Question 3: Example response

Teresa's Responses

Question 1: Example response

Question 2: Example response

Question 3: Example response

Pair 3: Nicole and Jeff

Nicole's Responses

Question 1: Example response

Question 2: Example response

Question 3: Example response

Jeff's Responses

Question 1:

Example response

Question 2:

Example response

Question 3:

Example response