

You are cordially invited to attend the
MSU Mathematics Education Colloquium



Presented by:
Dr. Luz A. Maldonado
Texas State University

Wednesday,
April 12, 2017

3:30 – 5:00 p.m.
252 Erickson Hall
MSU

***Bilingual Teachers' Professional Noticing of Bilingual Children's
Mathematical Thinking***

Elementary teachers are being asked to engage in ambitious mathematics teaching in order to reform children's mathematics learning. Adding to this challenge, bilingual teachers have the additional task of addressing language learning. What kinds of the in-the-moment decisions do bilingual teachers make while teaching mathematics in bilingual classrooms? In this talk, I will share the results of a study which focused on documenting bilingual teacher noticing, the ways in which teachers identify, reason about, and make decisions in the situations that occur when engaging bilingual students in problem solving. Specifically, I used the construct of professional noticing of children's mathematical thinking (Jacobs, Lamb & Philipp, 2010) to investigate what three bilingual teachers notice as they participate in a teacher study group to analyze and reflect on their experiences in weekly problem solving small groups. In addition to the three connected skills of attending, interpreting and deciding how to respond, this study revealed additional concerns around language learning that impacted the bilingual teachers' decision making process. Implications on continued understanding of teacher noticing, effective mathematics professional development and developing understanding of mathematics teaching to emergent bilingual students will be discussed.

Luz A. Maldonado is an assistant professor of Bilingual Mathematics Education at Texas State University in San Marcos, Texas. She earned her PhD in Mathematics Education with a doctoral portfolio in Mexican American Studies from the University of Texas at Austin. She has taught elementary mathematics methods courses at central Texas universities for over 10 years and conducts professional development sessions on Cognitively Guided Instruction with elementary teachers from Texas, Arkansas and Florida. Dr. Maldonado's primary research interests follow the mathematical learning experiences of the bilingual learner, from elementary student to pre-service teachers, in particular documenting empowering teaching and learning practices.