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Children Are Not Numbers: Rehumanizing K-5 Instruction

Drop your answer in the chat:

Share your name, and tell us one reason you're here and/or one question you have about tonight's topic!

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Engaging Respectfully With Each Other Tonight

- Please use the chat feature throughout this conversation—we value your voices! Feel free to share constructive ideas, resources, and comments.
- As noted on the event page, we will be recording the presentation portion of this session.
- We will have the opportunity to come together for Q&A at the end of the session. Please keep track of your questions until then.
- Participants who engage in cyberbullying or deliberate attempts to intimidate other commenters or disrupt conversation will be promptly removed.
- Lastly, feel free to discuss the conversation on social as we chat tonight!



@achievethecore #coreadvocates

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Your Co-Hosts



Tina Starks



Shelbi Cole

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Our Guests



Michelle Sperling
@msperling777



Sara Manseau



Discussion Questions

- Tell us a little bit about your early work in mathematics professional learning that your district offered. What did it help you realize about your instruction and assessment practices? How did your view of assessment change?
- A teacher asked, “how do we get children to love reading like they love math?” You then became part of a pilot to transfer some of the practices that you had already incorporated into your mathematics instruction into ELA. What were some of the changes you then made in ELA?
- One of the main things that we have been talking about in your district is what it means to “humanize” students’ learning experiences. Do you have some stories that you can share with us about particular students or their families that exemplify what it means to “humanize” mathematics and ELA?



Conversation Groups

Michelle and Sara are reflective educators who are constantly thinking about their own practice and making changes that humanize learning for their students.

Now in breakout rooms,

- Introduce yourselves!
- What is something you heard today that will change what you do or how you think about your work tomorrow?
- What have these conversations made you think about the importance of knowing students and their families/caregivers? What does that mean specifically for your role?
- What questions do you have for Michelle and Sara?



Let's Talk

What questions do you have
for our guests?

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smanseau@nmusd.us

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Resources

Supporting Teacher Noticing of Students' Mathematical Strengths by Lisa M. Jilk

Humanizing Assessment blog series



PART 1

What We Pay Attention to Matters

Humanizing math assessment

01/08/21, JODY GUARINO, SHELLY MYMON, CHRISTINA SELSTAD, MICHELLE SPERLING, JOHN DRAKE



PART 2

Why Re-Humanize Assessment?

Social-emotional well-being in the math classroom

01/15/21, JODY GUARINO, SHELLY MYMON, CHRISTINA SELSTAD, MICHELLE SPERLING, JOHN DRAKE



PART 3

Re-Humanizing Assessment through Building Internal Capacity

The What: Knowledge and Beliefs

02/05/21, JODY GUARINO, JIWON LEE, MICHELLE SPERLING, JOHN DRAKE, SHELLY MYMON, CHRISTINA SELSTAD

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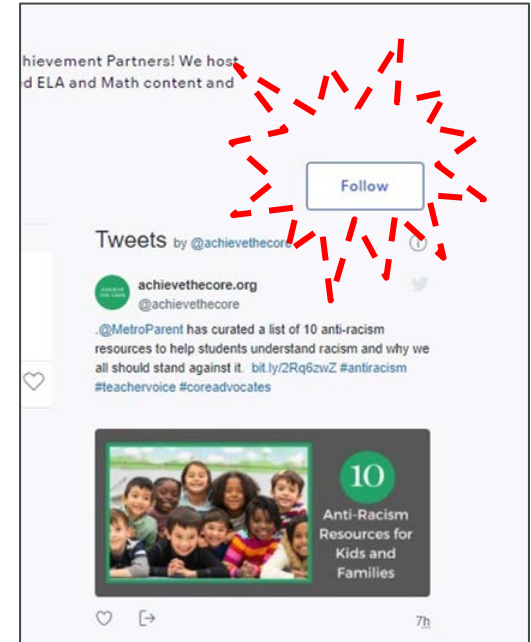
Upcoming C&C Events!

2/9: Centering Authentic Youth Leadership in Education

Guest: Brenda Aviles and Molly Cohen from [Diversity Talks](#)

2/24: How can we design inclusive literacy classrooms that foster trust and community?

Guest: Dr. Sarajaneé Davis, University of North Carolina



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Feedback is the TRUE breakfast of champions!

Please take a moment to share your thoughts on this experience with us! We are learning what it looks like to connect with you most effectively, and every comment counts.

<https://bit.ly/2022CandC>

To be among the first to hear about future events, please join our community! This sign-up will also offer you **first access** to our new events that focus on bringing aligned instruction in conversation with anti-racist principles.

<http://bit.ly/coreadvocatesignup>

