

Memorandum

To: All Faculty and Staff
From: Dr. Matthew W. Ross, Superintendent
Date: August 1, 2018
Subject: Policy and Procedure Bulletin_Students Working at the Whiteboard

The intent of this memorandum is to provide guidance with regard to the requirement that students demonstrate their skills and competencies at the whiteboard.

In order to better assist students in practicing skills, strategies, and processes, every Mathematics lesson (at a minimum) will include a requirement for students to demonstrate their skills, strategies, and processes at the whiteboard.

Creating opportunities for students to work at the whiteboard serves many purposes.

- It keeps them accountable. It is easy to identify which students did their work when you ask them to put the answer on the board.
- Explaining an answer builds higher-level skills. Having students working out problems on the board is about much more than just what they write. You should be having them explain their problem or question to the class. Explaining how they found an answer requires higher-level thinking skills and helps students get a better grasp on the concept itself.
- You get a better idea of how well students understand the concepts. Sometimes students arrive at the correct answer but still have some misconceptions in their logic. When you hear a student explain how they got their answer, you can spot & correct these misconceptions.
- The students are the ones working (and thus learning). I'm sure you've heard the saying "The one who is working is the one who is learning." When you (the teacher) just read the answers or work the problems yourself, the students may or may not be paying attention, but at best they're just watching you. However, when they put up the problems and explain them, they are actively involved and thus much more engaged.
- You save time. It's a lot faster for the students to put multiple questions on the board at once than for you to work through them one by one.
- Students develop their public speaking skills. Public speaking is a vital life skill, and we can help them overcome their public-speaking fears by requiring them to explain problems to the class on a regular basis. It soon becomes no big deal, and students get more comfortable speaking in front of a group.

To be sure, even if you are reviewing homework, bring a student to the board and have them explain how they solved the problem.

If you have any questions or a need any assistance regarding this memorandum, please do not hesitate to contact us.