



CRMSE Colloquium Announcement

Zandra de Araujo, University of Missouri
Sarah Roberts, University of California Santa Barbara
Craig Willey, Indiana University Purdue University Indianapolis
William Zahner, San Diego State University

Implementing Cognitively Demanding Mathematics Tasks with English Learners: Prior Research and New Directions

Friday, February 26, 2016
12:30 – 2:00 pm
6475 Alvarado Road, Suite 128

RSVP: <http://crmse.wufoo.com/forms/crmse-colloquia/> or
email Karen Foehl [Palmer](mailto:kfoehl@mail.sdsu.edu) at kfoehl@mail.sdsu.edu

Abstract: Curricular shifts induced by the Common Core Standards for Mathematics have occurred alongside a dramatic increase in the number of ELLs in the K-12 public school student population (NCELA, 2008). The curricular changes call for teachers to focus on using high quality and cognitively demanding mathematics tasks in school mathematics. Yet, teachers of English language learners (ELLs) may perceive the enactment of these tasks as particularly challenging due to the increased language demands these tasks tend to carry. For example, according to Stein et al.'s (2000) Task Framework, high cognitive demand tasks frequently require students to explain or justify their thinking, whereas less cognitively demanding tasks may simply ask students to complete symbolic manipulations. In this symposium we will examine teachers' enactments of cognitively demanding tasks with ELLs coming from our independent research projects. Attendees will collaboratively examine cases of teachers setting up and implementing cognitively demanding tasks with ELLs in an effort to better understand strategies that support equitable practices for teaching English Learners in the mathematics classroom.

