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the North American Chapter of the International
Group for the Psychology of Mathematics
Education**

**Envisioning the Future of Mathematics Education in
Uncertain Times**

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BUILDING A TEACHER COMMUNITY OF PRACTICE THROUGH STUDIO DAYS

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Our work uses Studio Day Cycles (Von Esch & Kavanagh, 2018) focused on the integration and development of mathematics language routines (MLRs; Zweirs et al., 2017). Our conceptual framework draws on two key ideas: communities of practice (Lave & Wenger, 1991) and teacher communities (CoP; Grossman et al., 2001). We discuss each and how they interact with each other. Therefore, our research question was: How, if at all, did a Studio Day Cycle establish a teacher learning community to support teachers to engage in reflection around use of the MLRs?

Method

Our study was situated in a school district on the West Coast that included a substantial number of multilingual learners as part of a larger, multi-year study focused on Studio Day Cycles. We focused on a single cycle that occurred during Fall 2023. We worked with five junior high school teachers and qualitatively analyzed their Google Form reflections using the dimensions of CoP: mutuality, joint enterprise, and shared repertoire.

Findings

Our study found evidence of all three dimensions of CoP. First, Ms. Ruth felt very supported by the “team of teachers” and welcomed their questions, evidencing mutuality. Second, teacher participants considered each other’s practice, thought about, and made plans to take what they had learned into their instruction (moving from the mutuality to considering their joint enterprise). Finally, established a shared repertoire around the MLRs by providing examples of what the MLRs looked like in practice and developing joint definitions and understandings of the MLRs that could be used for further reflection.

Discussion and Conclusion

The Studio Day Cycle supported the development of a teacher community of practice by supporting teachers to reflect on their use of the MLRs. As we seek to continue supporting teachers in their work of considering the needs of multilingual learners, it is important to establish spaces and communities where teachers are able to rely on and learn from each other.

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