THE TEACHING PRACTICE OF BUILDING ON MOSTS

Laura R. Van Zoest[1], Keith R. Leatham[2], Shari L. Stockero[3], Blake E. Peterson[2]

[1]Western Michigan University, [2]Brigham Young University,
[3]Michigan Technological University

To better understand and improve teachers' ability to engage in complex practices, Grossman and her colleagues (2009) suggested that practices be decomposed into their "constituent parts" (p. 2069) for the purpose of helping teachers develop these practices. We share a decomposition of *Building on MOSTs* (Mathematical Opportunities in Student Thinking; Leatham et al., 2015)—a teaching practice that takes full advantage of high-leverage student mathematical contributions made during whole-class interaction. We theorized that Building is comprised of four elements: (a) *Establish* the student mathematics of the MOST as the object to be discussed; (b) *Grapple Toss* that object in a way that positions the class to make sense of it; (c) *Conduct* a whole-class discussion that supports the students in making sense of the student mathematics of the MOST; and (d) *Make Explicit* the important mathematical idea from the discussion. We initially proposed this conceptualization of Building to a group of 12 teacher-researchers who then worked with us to refine that conceptualization by creating instantiations of Building in their grades 6-12 classrooms (ages 11-18). As we studied these instantiations, we continually shared with them our developing understanding of Building and they created new (and improved) instantiations. We will present the aspects of the elements of Building that emerged from this work, and also provide evidence for the value of this practice in improving in-the-moment use of high-leverage student mathematical thinking during instruction.

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