Status/Identity
Individual Reflection Sheet

As you view the recording this week, pay particular attention to the ways you and the students use your status. Status in the mathematics classroom is defined as “how competent a student both feels and is perceived to be by his or her classroom peers” (Horn 2012). During the summer we discussed status and dominance of individuals and how they take advantage of that status and authority or how they relinquish it to others.

While watching your video this week, pay particular attention to who is speaking and who remains quiet. Also, look for who is participating with non-verbal cues and who is disengaged. Record your notes on one of the recording tools and use that evidence to help answer the questions below after watching the video. Consider using student initials when talking about specific students.

Student focused questions:

- Who were the dominant participants in this lesson? Describe these students’ identities and what you know about their status.

- Who was non-dominant in this lesson? Describe these students’ identities and what you know about their status.

- Was anyone’s engagement level surprising to you? (use specific details)

- How did students use or relinquish their status to build-up or shut-down another student?
Teacher focused questions:

- Did you call on one race more than another? On one gender more than another?
- Do you notice a pattern in which students you listened to or dismissed in their thinking about the mathematics?
- What did you do or say to exercise your status as an authority in the classroom?
- What did you do or say to relinquish your status as an authority in the classroom?

Reflection

- What will you think about differently now that you see who dominated or stepped back in this lesson and how you and the students used status?