Abstract: In this talk, I will report on a core construct for teaching, what is referred to as teacher noticing. I will report findings related to several studies focused on supporting teacher noticing to advance teaching and learning in K12 mathematics classrooms. I will begin by sharing preliminary findings on a study focused on mathematics teachers’ noticing for equity. Noticing for equity is critically important given research that documents how particular groups of students feel more or less empowered to take up ambitious mathematics practices. Using qualitative methods, we conducted a cross-case analysis of four secondary mathematics teachers nominated as exceptional equitable mathematics teachers to identify common instructional practices these teachers enacted to close participation gaps in their classrooms, as well as the associated ways of noticing during instruction. I will share findings that document the intricate relationship between what teachers committed to equitable mathematics instruction attend to, how they reason about observed phenomena, and how they use this information to make instructional decisions. I will then share results from prior work on the use of video to promote teacher noticing in mathematics classrooms. Drawing from the findings from this research, we will explore the affordances of video for supporting teachers in learning to notice equity in mathematics teaching and discuss the implications for teacher education.

Bio: Dr. van Es' research interests include teacher thinking and learning and the design of pre-service teacher education and professional development. Her research is primarily concerned with understanding the role of noticing for teaching and how to support teachers in developing their noticing practices for ambitious instructional aims. Much of her work has focused on how video can be used to support teachers in developing practices for attending to and interpreting student thinking during instruction. Recently, she has investigated the relationship between teacher noticing and instructional practice as it relates to promoting equity in secondary mathematics classrooms.