



# We ALL speak math

## Waiting

### What is it?

Providing students with the time to process the teacher’s questions and think about their responses. This includes waiting after a student responds to allow for others to process that response and react to it.

### Why do we use it?

Waiting after posing a question (i.e., using “wait time”) helps students make sense of what they hear / see and decide what to do next. It provides space for reflection and consideration and is critical to productive and powerful discourse. Waiting communicates that you (and the class) have patience. A lesser-known form of waiting involves waiting after a student responds. When this second form of waiting is added, students’ responses can become more complex, and students may be more likely to respond directly to their peers’ contributions. Wait time encourages broader participation, while also holds students accountable for thinking and doing math.

## When Using Wait Time...

### Teachers are...

- providing time for students to process a question or response
- letting students know that pausing to think before responding is valued

### Students are...

- learning to reflect on their thinking asking for more time to think if it is needed
- learning to be patient with others

Take your time Jill

I'll give you some time to think about that.

[pause without speaking]

I want you to think about this individually, without saying anything yet.

How does the sample size related to the standard error?

[wait 3 secs] Emily?

[wait 3 secs] “The larger the sample size, the larger the standard error” [wait 3 secs] “No wait, the smaller the standard error.”



## Discourse Move: Waiting



Our math classrooms foster a new generation of capable and confident math users who see the possibilities math opens up and who know how to tackle problems, in class and in the world.



### Support for Administrators

#### NC Professional Teaching Standards

Waiting aligns to Standard 2, Standard 4, and Standard 5.

**2a.** Teachers encourage an environment that is inviting.

**4b.** Teachers engage students in the learning process.

**5a.** Teachers think systematically and critically about student learning in their classrooms.

#### NC Portrait of a Graduate

Waiting aligns to the Empathy, Learners Mindset, and Personal Responsibility competencies.

- Demonstrate understanding, sensitivity, concern, and respect.
- Possess an ongoing desire to learn, unlearn, and relearn.
- Recognize how personal decisions and actions have impacts beyond self.
- Demonstrate self-control and composure.

#### Standards of Mathematical Practice (SMP)

*Mathematically proficient students...*

**Make sense of problems and persevere in solving them**

They monitor and evaluate their progress and change course if necessary.

**Look for and make use of structure**

Step back for an overview and shift perspective.

## COACHING UP

When working with a teacher, here are some questions to help coach the teacher to implement the discourse move of Waiting in their classroom.

#### Clarifying Questions...

- How do you think systematically and critically about student learning in your classroom?
- How do you demonstrate self-control and composure in challenging situations?



#### Digging Deeper for Discourse

- How do you demonstrate understanding, sensitivity, concern, and respect for your students' individual needs and backgrounds? How does the practice of waiting apply?
- How do you recognize that your personal decisions and actions as a teacher can have impacts beyond yourself? How do you ensure that your choices and behaviors positively influence your students and create a supportive learning environment?
- How do you handle conflicts or disruptions in a manner that models positive behavior for your students?

**Note:** This resource is being co-designed by the NC math education community. We welcome feedback to inform its refinement at <https://forms.gle/8PBWGsVqJQzcdtCF8> Check the website ([nc2ml.org/high-school-teachers](http://nc2ml.org/high-school-teachers)) for the most up to date resources.

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