The following is a compilation of conference attendees’ group notes as they collaborated to consider, “What do we look for in an effective 21st-century mathematics class?”

Communication
- Oral and written
  - Explains and justifies reasoning
  - Demonstrates depth of understanding
- Among students
- Between student(s) and teacher

Culture
- Rigor
- Student engagement, individual and group
- Mathematical discourse
- Use of technical mathematical language
- Mistakes are for learning
- Academic risk taking
- Productive struggle
- Individual and group success
- Questioning and reasoning

Environment
- Print rich
- Student-created resources (English and Spanish)
  - Word wall
  - Anchor charts
- Student work products
- Learner centered
- Learning for all, including teacher

Evidence of Student Thinking
- Conceptual understanding
- Ongoing opportunities to demonstrate mastery
- Procedural fluency that reflects conceptual understanding
- Interactive notebooks, graphic organizers
- Checks for understanding

Instructional Sequence
- Concrete, Pictorial/Representational, Abstract
- Cohesive
- Hands-on learning
- Manipulatives readily and continuously available to students
Teacher
- Builds and upholds culture of mathematics learning for all
- Values and upholds relationships
- Facilitator, supporter
- Collaborative, flexible, reflective, strategic
- Knowledgeable with mathematics content and pedagogy
  - Real world application
  - Problem solving
- Data-informed decisions
- Vertical alignment
- Differentiation and scaffolding
- Supports students’ accommodations

Technology
- Developmentally appropriate use
- Differentiated
- Relevant
- Varied forms (calculators, cell phones, computers, interactive boards)