

Knowles Teacher Initiative: *Evolving* Definition of “Doing”

Use this document over the course of the year to reflect on your definition of “doing” mathematics and science. During each season, share any new ideas, understandings, and/or information you develop as you engage in the work of teaching. As you add to the definition, use different colors to highlight the different times of the year.

Initial Summer: **Black**
 End of Summer: **Green**
 Fall: **Orange**
 Spring: **Blue**

What does it mean to be a doer of math or science?	
What does “doing” look like?	
What does “doing” not look like?	
How do I know my students are doers of math or science?	
Are there aspects of your reflection that might shift/have shifted your classroom practice?	

My Ongoing Conversation with AI:

- Take what you’ve written and paste the entire conversation into an AI of your choice [chat.openai.com, <https://claude.ai/>]
- Ask the AI some questions (treat it like a true assistant):
 - *What might I be missing in my reflections?*
 - *What might be 3 good next steps for me?*
 - *What’s something I’m not thinking about?*
 - *What’s a blindspot that you see?*
 - *How do you see equity (identity/culture) showing up in my responses? (or not showing up in my responses)*
 - *How might you answer these questions?*
 - *Does it appear that I’m writing with a specific population in mind? Who am I not thinking about?*
- Add your AI conversation below. This will be an ongoing conversation.