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INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Eight Habits of Highly Effective Math Students (and the Teachers Who Teach Them)*.

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Epilogue

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We cannot expect students to succeed in achieving current academic standards unless we are at the same time intentionally attending to the competencies that undergird the academic expectations. (Markowitz & Bouffard, 2020, p. 12)
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An octet of math habits, a treasure chest of mathematical mindsets and learning practices that allow students to flourish as math learners. Why wouldn't we want to ensure that each of our students develops these habits while they're in our math classrooms?

As they exit our classrooms for the final time on the last day of school, the math habits our students carry with them will be a result of our own teaching habits. Here are some parting thoughts to help you reflect on the significance of your work as a math teacher, celebrate your growth, and make plans for the continuation of your learning journey.

THE HABIT OF TAKING ACTION TOWARD EQUITY

The math habits can help educators make equitable math classrooms a reality. When we help all students grow strong math habits, we give them tools to learn and use mathematics today and throughout their lifetimes. We help students recognize their unique strengths and build on these strengths as they engage in mathematics that is personally meaningful. The goal of cultivating the math habits in all of our students is to grow their mathematical identities and

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We are achieving equity when ALL of our students have a greater sense of confidence and an increased desire to keep their math story unfinished. Simply put, we've done our job well enough, if our students all want to keep learning more math when they leave our classrooms at the end of the year. (Orton, 2022, p. 159)
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agency so that they can be self-directed in their future math learning and joyfully use mathematics to enrich their lives.

How has your learning adventure with the math habits helped you take action toward equity in your math classroom?

What do you want to try next?

THE HABIT OF LEARNING FROM YOUR TEACHING

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I want you to treat your life as your own personal “change lab”—a place to experiment with the person you want to be. A place where you not only feel safe but also feel like anything is possible. (Fogg, 2020, p. 37)
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“Habits,” Rubin (2015) says, “have a tremendous role to play in creating an atmosphere of growth, because they help us make consistent, reliable progress” (p. 12). The math habits are never fully mastered. You and your students will continue to grow your math habits across your lifetimes.

Likewise, the habits of effective teaching are never fully mastered. Teaching is a learning profession, and the habit of learning from our teaching and from our students is ongoing. We hope that the mental processes of teacher inquiry are becoming a habit for you, a way of thinking about your role as a facilitator of math learning so that every day you are in the classroom you become a more effective math teacher.

How has your learning adventure with teacher inquiry shaped your mindsets, understandings, and skills related to teaching?

What do you want to try next?

HABITS AND TEACHER EFFICACY

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Your identity emerges out of your habits. Every action is a vote for the type of person you wish to become. (Clear, 2018, p. 41)
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This constellation of habits, the math habits, the habit of working toward equity, and the habit of teacher inquiry can help you become the math teacher you want to be so that your students can grow into the mathematicians they are meant to be. Together, these habits foster teacher efficacy, a confidence in our abilities to guide our students to mathematical success.

$$\begin{array}{ccc} \text{The Math Habits} & & \\ + & & \\ \text{The Habit of Working} & & \text{Efficacy in} \\ \text{Toward Equity} & = & \text{Teaching} \\ + & & \text{Mathematics} \\ \text{The Habit of Teacher} & & \\ \text{Inquiry} & & \end{array}$$

How has your exploration of math teaching and learning habits shaped your definition of what it means to be a teacher?

How do your math teaching habits align with your personal *why*, your vision and mission as a teacher? How will you continue developing teaching habits that are congruent with your vision and mission?

THE MATH HABITS AS SCHOOLWIDE NORMS

Students grow learning habits and teachers develop teaching habits. Schools adopt habits as well. These shared habits are called norms; they shape a school's culture. They define "the way we do things around here" and exert a powerful influence on what happens or doesn't happen within the school community (Van Bavel & Packer, 2021).

When teachers across a school understand the importance of the math habits to their students' math learning and commit to incorporating habit development into their math programs, they build a self-supporting, continuously improving learning environment that builds students' math identities and agency in addition to their math knowledge and skills. This environment naturally supports mathematical proficiency for all students.

If a next step in your professional learning journey involves collaborating with fellow educators to grow the math habits across your school community, we encourage you to tap into the resources we provide in our book *Power Up Your Math Community: A 10-Month Practice-Based Professional Learning Guide* (Burwell & Chapman, 2025).

We wish you and your students a lifetime of mathematical wonder, joy, and beauty as you continue to grow your math habits.

With gratitude for the important work you do each day,



We would love to hear about your learning adventures and celebrate your successes with you. Please consider sharing your math learning story on social media (#PowerUpMath, @SueChapmanLearn, @Holly_Burwell, @MaryMitchell) and with us directly at hollyburwell@inspiredmathematicsmt.com and suechapmanlearning@gmail.com.

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Environment is the invisible hand that shapes human behavior. (Clear, 2018, p. 62)
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Each and every child should develop deep mathematical understanding as confident and capable learners, understand and critique the world through mathematics, and experience the wonder, joy, and beauty of mathematics.
(National Council of Teachers of Mathematics, 2020, p. 9)
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